

Coordinating Board for Higher Education

Agenda of Meeting

**1:00 p.m.
Wednesday
June 6, 2012**

**Courtyard by Marriott Columbia
3301 Lemone Industrial Boulevard
Columbia, MO 65201**

COORDINATING BOARD FOR HIGHER EDUCATION

Kathryn Swan, Chair, Cape Girardeau

Dalton Wright, Vice-Chair, Conway

Betty Sims, Secretary, St. Louis

Doris J. Carter, Florissant

Brian Fogle, Springfield

Lowell C. Kruse, St. Joseph

Mary Beth Luna Wolf, St. Louis

TIME: 1:00 p.m.
Wednesday, June 6, 2012

PLACE: Courtyard by Marriott Columbia
3301 Lemone Industrial Boulevard
Columbia, MO 65201

CBHE/PAC Meeting



Wednesday, June 6, 2012

- 9:00 a.m. – 12:00 p.m. CBHE Work Session
Attendees: Coordinating Board Members and Select MDHE Senior Staff
- 12:00 – 1:00 p.m. CBHE Lunch
Attendees: Coordinating Board Members and MDHE Senior Staff
- 1:00 – 5:00 p.m. CBHE/PAC Meeting
Attendees: Coordinating Board Members, Presidential Advisory Committee Members and MDHE Senior Staff
- 6:30 – 8:30 p.m. Board Forum Reception
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members, Speakers and Select MDHE Senior Staff

Thursday, June 7, 2012

- 8:00 – 9:00 a.m. Board Forum Continental Breakfast
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members and Select MDHE Staff
- 9:00 – 11:45 a.m. Board Forum Meeting – Plenary Session I
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members and Select MDHE Staff
- 11:45 a.m.-1:15 p.m. Board Forum Luncheon
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members and Select MDHE Staff
- 1:15 – 2:15 p.m. Board Forum Small Group Discussion
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members and Select MDHE Staff
- 2:30 - 3:30 p.m. Board Forum Meeting – Plenary Session II
Attendees: Coordinating Board Members, Institution Presidents, Governing Board Members and Select MDHE Staff

NOTE: All sessions on June 6 and 7 will be held at the Courtyard by Marriott Columbia, 3301 Lemone Industrial Boulevard, Columbia, MO

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

Representatives by Statute

Public Four-Year Universities

Dr. Albert L. Walker, President
Harris-Stowe State University

Dr. Carolyn Mahoney, President
Lincoln University

Dr. Bruce Speck, President
Missouri Southern State University

Mr. Clif Smart, Interim President
Missouri State University

Dr. Cheryl Schrader, Chancellor
Missouri University of Science and Technology

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Troy Paino, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Timothy Wolfe, President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

(COPHE Chair)

Mr. Leo Morton, Chancellor
University of Missouri-Kansas City

Dr. Thomas George, Chancellor
University of Missouri-St. Louis

Public Two-Year Colleges

Dr. Alan Marble, President
Crowder College

Dr. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Mr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President (MCCA Chair)
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, Chancellor
Ozarks Technical Community College

Dr. Ronald Chesbrough, President
St. Charles Community College

Dr. Myrtle Dorsey, Chancellor
St. Louis Community College

Dr. Marcia Pfeiffer, President (PAC Chair)
St. Louis Community College – Florissant Valley

Dr. Marsha Drennon, President
State Fair Community College

Dr. Devin Stephenson, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
Linn State Technical College

Independent Four-year Colleges and Universities

Dr. James Evans, President
Lindenwood University

Dr. Marianne Inman, President (ICUM Chair)
Central Methodist University

Dr. Ron Slepitz, President
Avila University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. Gerald Brouder
Columbia College

Independent Two-year Colleges

Col. William Sellers, President
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Judy Robinson Rogers, President
Cottey College

COORDINATING BOARD FOR HIGHER EDUCATION

June 6, 2012 – 1:00 p.m. – 5:00 p.m.

Courtyard by Marriott Columbia

Columbia, MO

AGENDA

Agenda Item Description	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the April 5, 2012 CBHE Meeting		
b. Distribution of Community College Funds	A	Paul Wagner
Report of the Commissioner		
<u>Information</u>		
1. Presentation on:		
• Cape Girardeau Partnerships for Higher Education		Gerald McDougall/ Rich Payne
• Missouri Innovation Campus		Chuck Ambrose
Presidential Advisory Committee		
<u>Action</u>		
1. By-Law Change(s)	B	Bill Thornton
<u>Information</u>		
1. 2012 Legislative Session	C	Paul Wagner
Budget and Financial Aid Committee		
Dalton Wright, Chair		
<u>Action</u>		
1. Revision of the A+ Scholarship Program Administrative Rule	D	Leroy Wade
<u>Information</u>		
1. Student Loan Program Update	E	Leanne Cardwell
2. State Student Aid Status Report	F	Leroy Wade
Academic Affairs and Workforce Needs Committee		
Lowell Kruse, Chair		
<u>Action</u>		
1. Academic Program Actions	G	Rusty Monhollon
2. Proposed Residence Center in Willow Springs		Rusty Monhollon
3. Kansas-Missouri Distance Education Agreement	H	Rusty Monhollon
<u>Information</u>		
1. Performance Funding Implementation Update	I	Paul Wagner
2. Proprietary School Certification Actions and Reviews	J	Leroy Wade
3. College Access Challenge Grant Update	K	Leroy Wade
4. COTA Update	L	Rusty Monhollon
5. Dual Credit Policy update	M	Rusty Monhollon
6. Academic Program Review update	N	Rusty Monhollon
7. College and Career Readiness Workgroup	O	Rusty Monhollon

COORDINATING BOARD FOR HIGHER EDUCATION

June 6, 2012 – 1:00 p.m. – 5:00 p.m.

Courtyard by Marriott Columbia

Columbia, MO

External Affairs Committee

Mary Beth Luna Wolf, Chair

General Business

Information

- | | |
|---|---|
| 1. Good and Welfare of the Board | |
| 2. CBHE Members by Congressional District | P |
| 3. CBHE Statutory Functions | Q |
| 4. MDHE Grants and Projects | R |

Action

1. Adjourn Public Session of Coordinating Board for Higher Education Meeting

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
April 5, 2012**

The Coordinating Board for Higher Education met on Thursday, April 5, 2012, at the Truman State Office Building in Jefferson City, MO. Chairwoman Swan called the meeting to order at 9:11a.m.. The presence of a quorum was established with the following roll-call:

	Present	Absent
Doris Carter		X
Brian Fogle	X	
Lowell Kruse	X	
Mary Beth Luna Wolf		X
Betty Sims		X
Kathryn Swan	X	
Dalton Wright	X	

Consent Calendar

The Consent Calendar consisted of Minutes of the February 9, 2012, CBHE Conference Call and Distribution of Community College Funds.

Mr. Wright made a motion to approve the Consent Calendar in its entirety. Mr. Fogle seconded the motion. Motion passed unanimously.

Report of the Commissioner

The commissioner invited representatives from the Department of Elementary and Secondary Education to speak to the group on areas of mutual interest. Sharon Hoge, Assistant Commissioner and Peter Herschend, President, State Board of Education spoke to the CBHE/PAC about the importance of early childhood education in helping students to succeed in post secondary education. DESE's overarching goal is to rank in the top 10 states in education by the year 2020 with high standards, excellent teachers and excellent educators.

Carter Ward and Jeanie Gordon from the Missouri School Boards' Association made a presentation to the CBHE/PAC on the new MSBA Online Consortium. They are reaching out to various groups including higher education institutions and businesses to offer a collaboration to help with the challenges we face as a state in terms of education and workforce needs.

Presidential Advisory Committee

2012 Legislative Session and Budget Update

Mr. Wagner went over the current legislative session and where certain bills were in the process and what has happened to the budget as of April 5, 2012. Nothing in the legislative session has been finalized with any education bills or the budget pertaining to higher education so no further information will be noted in the minutes from the meeting.

Performance Funding Model

Mr. Wagner went over the performance funding model that was presented to the board for approval. He noted that the financial responsibility and efficiency measures for 2-year institutions, institution specific measures for 4-years and STEM have all been changed from previous versions and is what the board was voting to approve at this meeting.

Mr. Wagner read the recommended action:

It is recommended that the Coordinating Board accept the recommended components of the performance funding model as presented.

Mr. Fogle made a motion to approve the recommended action. Mr. Wright seconded the motion.

Discussion: Mr. Wright made the following amendment to add the following to number one under the Recommendations section of the report “It is also recommended that all measures will be reviewed for continued appropriateness and relevance at least every three years.” Mr. Fogle seconded the amendment. Amendment Passed unanimously.

Motion passed unanimously.

Academic Program Actions

Dr. Monhollon provided an overview of the academic program actions that have happened since the February meeting of the board. Dr. Monhollon noted that the University of Missouri-Columbia’s proposal for changes to its Bachelor of Music program, which was approved at the February 2012 board meeting, was listed incorrectly. The item should appear as Bachelor of Music (BM) with options in *Composition, Music History, Music Theory* and *Performance*.

Dr. Monhollon read the recommended action:

It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.

Mr. Kruse made a motion to approve the recommended action. Mr. Fogle seconded the motion. Motion passed unanimously.

Mr. Fogle made a motion to adjourn the meeting. Mr. Kruse seconded the motion. The motion passed unanimously.

Meeting adjourned at 11:51 a.m.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY12 state aid appropriations are subject to a three percent governor's reserve. Expenditure restrictions made by the governor reduced state aid funding by seven percent for FY12.

The Truly Agreed To and Finally Passed state aid appropriation for community colleges included in House Bill 3 for FY12 is \$132,667,206, and the amount after expenditure restrictions is \$130,815,295. The amount available to be distributed (TAFP appropriation minus expenditure restrictions less the three percent governor's reserve) is \$126,890,838.

The payment of state aid distributions to community colleges for March and April 2012 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,225,222
State Aid – Lottery portion	1,428,396
Maintenance and Repair	<u>1,464,162</u>
TOTAL	\$22,117,780

The total distribution of state higher education funds to community colleges during the period July 2011 through April 2012 is \$105,525,574.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Amendment of By-Laws for the CBHE Presidential Advisory Committee
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

In an effort to bring the CBHE Presidential Advisory Committee in compliance with its By-Laws, there are proposed amendments to PAC By-Laws.

The proposed amendments include eliminating the position of Secretary as a PAC Officer, adding a Nominating Committee for the nomination of the PAC officers and describing the process for nomination and election of officers.

If the proposed amendments are adopted, the PAC Chair will appoint a Nominating committee. The PAC Nominating Committee would present its nominations for its PAC officers for next year to the PAC members during the CBHE board meeting in September. PAC members would vote for its new officers during the CBHE board meeting in September.

The newly elected PAC officers would preside at the CBHE board meeting in December.

STATUTORY REFERENCE

Section 173.005.3., RSMo

RECOMMENDED ACTION

It is recommended that the Presidential Advisory Committee accept the recommended amendments to the By-Laws of the CBHE Presidential Advisory Committee.

ATTACHMENT(S)

Proposed Amendments to By-Laws for the CBHE Presidential Advisory Committee

BY-LAWS FOR THE CBHE PRESIDENTIAL ADVISORY COMMITTEE

ARTICLE I - MEMBERSHIP

Section 1. Members.

Members shall consist of representatives from Missouri's public and independent higher education institutions, to-wit:

The advisory committee shall consist of thirty-two members, who shall be the president or other chief administrative officer of the University of Missouri System; the chancellor of each campus of the University of Missouri; the president of each state supported four year university; the president of Linn State Technical College; the president or chancellor of each public community college district; and representatives from each of five accredited private institutions selected biennially, under the supervision of the coordinating board, by the presidents of all of the state's privately supported institutions; but always to include at least one representative from one privately supported junior college, one privately supported four-year college, and one privately supported university.

Section 2. Delegates.

If a member is unable to attend a meeting, he or she may designate a delegate to attend and participate in the discussions of the meeting. However, the delegate shall not have the right to vote.

ARTICLE II - MEETINGS OF COMMITTEE

Section 1. Annual Meeting.

An annual meeting shall be held on the second Thursday in the month of September of each year for the purpose of electing officers and for the transaction of such other business as may come before the meeting.

Section 2. Special Meetings.

Special meetings, other than meetings with the Coordinating Board for Higher Education, shall be held at the time established a) by a resolution adopted by the Advisory Committee, b) by a call of the ~~chairman~~Chair, or c) by the written request of at least six members. Notice of any special meeting shall be given by written notice at least five days in advance if delivered personally or at least seven days in advance if sent by mail or telegram. Any member may waive notice of any meeting.

Section 3. Place of Meetings.

The place of the annual meeting and of special meetings shall be fixed by resolution. If not so fixed, then the place of a meeting shall be selected by the ~~chairman~~Chair.

Section 4. Quorum.

A majority of the members (17) shall constitute a quorum for the transaction of business.

BY-LAWS FOR THE CBHE PRESIDENTIAL ADVISORY COMMITTEE

ARTICLE III - MEETINGS WITH COORDINATING BOARD FOR HIGHER EDUCATION

Section 1. Statutory Meetings.

The Advisory Committee shall meet at least five times annually with the Coordinating Board for Higher Education at the times and places specified by the Coordinating Board.

Section 2. Purpose of Meetings.

Pursuant to Section 173.005(3), RSMo, the conferences shall enable the Advisory Committee to advise the Coordinating Board for Higher Education of the views of the institutions on matters within the purview of the Coordinating Board.

ARTICLE IV - OFFICERS

Section 1. Officers.

The officers shall be a ~~chairman~~Chair, ~~and a vice chairman~~Vice Chair, ~~and a secretary~~, each of whom shall be elected by the Advisory Committee.

Section 2. Nomination, Election and Term of Office.

At the regular meeting of the Advisory Committee immediately prior to the annual meeting in September, a Nominating Committee composed of the three chairs of COPHE, ICUM, MCCA and the president of Linn State Technical College shall be appointed by the PAC Chair. It shall be the duty of the Nominating Committee to nominate candidates for the offices of Chair and Vice Chair to be filled by election at the September meeting for two-year terms. The individuals elected by the PAC for the positions of Chair and Vice Chair will rotate in equitable order among the associations, to wit, COPHE, MCCA, ICUM. In addition, at the discretion of the Nominating Committee, Linn State Technical College may be elected to the position of Chair or Vice Chair.

The officers shall be elected biennially by the Advisory Committee at the annual meeting in September. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently possible.

Section 3. Removal.

Any officer may be removed by a two-thirds (2/3) vote of the entire membership of the Advisory Committee.

Section 4. Vacancies.

A vacancy in any office may be filled by the Advisory Committee for the unexpired portion of the term.

Section 5. ChairmanChair.

The ~~chairman~~Chair shall in general supervise and control the affairs of the Advisory Committee. He or she shall, when present, preside at all meetings. He or she shall serve as spokesperson for the Advisory Committee.

Section 6. Vice ChairmanChair.

BY-LAWS FOR THE CBHE PRESIDENTIAL ADVISORY COMMITTEE

In the absence of the ~~ehairmanChair~~, or in the event of his or her death, inability, or refusal to act, the vice ~~ehairmanChair~~ shall perform the duties of the ~~ehairmanChair~~.

~~Section 7. Secretary.~~

~~The secretary shall keep official minutes of the meetings, see that all notices are duly given in accordance with these bylaws, and in general perform all duties incident to the office of secretary.~~

Section 8. Executive Committee.

The Executive Committee shall be the ~~ehairmanChair~~, ~~vice-Vice ehairmanChair~~, ~~secretary~~, and the immediate past ~~ehairmanChair~~. The Executive Committee may act on behalf of the Advisory Committee, subject to review and approval of the full committee at its next regular or called meeting. A new Executive Committee shall be formed biennially after the election of officers. The ~~ehairmanChair~~ of the Advisory Committee will serve as ~~ehairmanChair~~ of the Executive Committee.

ARTICLE V - COMMITTEES

Section 1. Standing Committees.

The Advisory Committee, by the adoption of resolutions, may create one or more standing committees. The duties of the committees shall be stated in the respective resolutions. The chairman, with the consent of the Advisory Committee, may appoint members to the respective standing committees.

Section 2. Special Committees.

The Advisory Committee, by the adoption of resolutions, may create one or more special committees. The ~~ehairmanChair~~ may create such committees subject to the approval of the Advisory Committee at its next meeting. The ~~ehairmanChair~~ may appoint members or others to the respective special committees subject to the consent of the Advisory Committee at its next meeting.

ARTICLE VI - DUTIES AND RESPONSIBILITIES

Pursuant to Section 173.005(3), RSMo, the duties and responsibilities of the Advisory Committee shall be to advise the Coordinating Board for Higher Education of the views of the institutions on matters within the purview of the Coordinating Board.

ARTICLE VII - PARLIAMENTARY PROCEDURE

The STURGIS CODE OF PARLIAMENTARY PROCEDURE shall be used to resolve questions of parliamentary procedure.

BY-LAWS FOR THE CBHE PRESIDENTIAL ADVISORY COMMITTEE

ARTICLE VIII – REPEAL OR AMENDMENT OF BYLAWS

These bylaws may be amended or repealed and new bylaws adopted by a majority vote of the members present at any annual meeting or at any special meeting for which written notice of such action has been given within the times specified in Article II, Section 2.

AGENDA ITEM SUMMARY

AGENDA ITEM

2012 Legislative Session
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

The 2012 legislative session has ended and there were several higher education bills passed in addition to the Fiscal Year 2013 budget. A report detailing the final status of all higher education-related legislation is provided as Attachment A. Information on the status of budget items is provided in Attachment B.

Legislative Initiatives

HB 1042 (Rep. Thomson/Sen. Pearce)

This legislation gives new responsibilities to the Coordinating Board. This bill was a top priority of the board and the governor. The new responsibilities are:

- require all two- and four-year public higher education institutions to identify and use best practices in remediation;
- work with the Committee on Transfer and Articulation to require all two- and four-year public higher education institutions to create by July 1, 2014, a statewide core transfer library of at least 25 lower division courses that are transferable among all public higher education institutions;
- develop a policy to foster reverse transfer;
- maintain the alignment of the statewide assessments for entry-level courses in English, mathematics, foreign languages, science, and social sciences associated with an institution's general education core with previously established competencies; and
- include in its annual report campus-level data on student persistence and progress toward implementing revised remediation, transfer, and retention practices.
- The bill also allows the board to charge and collect fees from out-of-state public institutions for the costs of reviewing programs.

HB 1042 also includes the board's other top legislative priority, which was passage of a new regulatory and fee structure for the proprietary school certification program. Among other changes, these provisions allow for an increase in the fees charged to proprietary schools and provides the option of regulatory relief for well-established schools with a strong track record of sound operation. HB 1722 was the original version of this legislation.

HB 1042 also includes an adjustment to the governing board of Northwest Missouri State University to ensure that no more than two members may be residents of the same county. There is also an adjustment to the Missouri State University Board of Governors statute to revise term lengths and prevent the expiration of several terms in the same year.

Coordinating Board for Higher Education
June 6, 2012

SB 562 (Sen. Dixon/Rep. Thomson)

This bill corrects an action by the previous General Assembly that removed the ability of universities to enter into lease agreements without the approval of the General Assembly. This bill reinstates that authority until August 28, 2017.

SB 563 (Sen. Dixon/Rep. Leach)

In addition to duplicating several provisions found in HB 1042, this bill includes the following provisions regarding higher education:

- a requirement that the Missouri Higher Education Savings Program study investment plans of other states;
- an increase to the maximum award amount in the Alzheimer's Research Grant program for \$30,000 to \$50,000 per year;
- the creation of a "Higher Education Capital Fund" into which the state could deposit money that can be accessed through the appropriations process by institutions on a 50-50 match basis. Institutional matching funds must be from private donations only, and the state may not put bond proceeds into the fund. The Commissioner of Higher Education is required to administer this fund and promulgate rules to implement the new statute.
- the establishment of a STEM Initiative within the MDHE that may receive funds from the General Assembly for various activities related to STEM education;
- the establishment of a process to issue a document to acknowledge students' completion of a school social work program. The MDHE is charged with developing the form used in this process and making that form available to institutions.
- a clarification that the statute prohibiting schools districts from owning property outside of its boundaries does not apply to community colleges, and that such clarification may not be construed to limit the duty and authority of the CBHE to approve academic program offerings; and
- an authorization for a land conveyance involving Missouri State University.

HB 1731 (Rep. Day/Sen. Crowell)

This bill primarily deals with the distribution of the Gaming Commission Fund. It was the linchpin in resolving a major budget impasse. With regard to higher education this bill includes provisions that:

- Prohibits higher education institutions (among other entities) from operating, establishing, maintaining or otherwise supporting or promoting any participation in a quality rating system for early childhood education, a training quality assurance system, any successor system, or any substantially similar system for early childhood education.
- Requires the Joint Committee on Education to develop a comprehensive funding formula for Missouri public institutions of higher education by December 31, 2014, and requires the General Assembly to implement the funding formula beginning July 1, 2014.

FY13 BUDGET

At the time of printing, all operating budget bills have been delivered to the governor and are awaiting his action.

MDHE Budget

The final bill matched the governor's FY13 recommendations for the department's internal budget with cuts in the general revenue appropriation for expense and equipment of about \$3,800. There was no cut to the personal service budget. The governor had also recommended a two percent pay increase for state employees, to take effect on January 1, 2013. The General Assembly changed that salary increase to a two percent increase for employees with an annual salary less than \$70,000 beginning July 1, 2012. The changes to the pay plan result in an additional funding of \$2,377 for Coordination Administration, \$1,198 for Proprietary School Administration, \$805 for Grant/Scholarship Administration and \$11,659 for Loan Administration. The General Assembly also removed the estimated appropriation designation from Coordination Administration for Personal Services and Expense and Equipment lines and increased spending authority by \$20,000 and \$20,154, respectively. The designation was also removed from the College Access Challenge Grant line and spending authority was increased by \$750,694 to \$3 million.

Student Financial Assistance Programs

A+

The governor had recommended a total of \$29,413,326 for the A+ Schools Program, which would allow the same amount to be spent in FY13 as is being spent in FY12. The TAFP bill includes an additional \$3,586,674 in spending authority that was added due to the removal of the estimated appropriation designation. This does not represent additional money available for scholarships.

The governor and General Assembly recommended that \$4 million be used from the guaranty agency operating fund. At its December meeting the Coordinating Board authorized a transfer out of that fund to support state financial aid programs of no more than \$3 million. Because of the unknown nature of actual program costs at this time and uncertainty regarding the guaranty agency's ability to provide additional money, MDHE staff, in cooperation with the governor's office, elected to leave the resolution of the shortfall open and the governor's office has agreed to commit an additional \$1 million through the supplemental process if needed to keep the program fully funded.

Bright Flight

The TAFP bill matches the governor's recommended funding level of \$12,269,250 for the Bright Flight program. This is \$3 million below the FY12 core appropriation, but is the same as the amount that was actually available to spend since there were withholdings of \$3 million in FY12. It is unknown at this time what impact, if any, this level of funding will have on award amounts in FY13.

Access Missouri

The TAFP bill matches the governor's recommended funding level of \$62,827,307 for the Access Missouri program. This is \$3 million below the FY12 core appropriation, but will result in the same amount being available in FY13 compared to the amount that was actually available in FY12 since there were withholdings in FY12. This recommendation includes \$23.8 million of new general revenue and a transfer of \$5 million from MOHELA. It is unknown at this time what impact this increase in available funding will have on award amounts in FY13.

Advance Placement Incentive Grant

The governor and General Assembly both recommended \$100,000 for the "Advanced Placement Incentive Grant" of five hundred dollars to any student who receives an Access Missouri or A+ award and in addition has received two grades of three or higher on advanced placement examinations in the fields of mathematics or science while attending a Missouri public high school. This funding is being provided by MOHELA.

Other MDHE Student Financial Aid Programs

The final version of HB2003 made no changes to these programs:

- Public Service Survivor Grant Program, \$100,000;
- Veteran's Survivors Grant Program, \$281,250;
- Kids' Chance Scholarship Program, \$27,750;
- Minority Teaching Scholarship Program, \$169,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000;
- Minority and Underrepresented Environmental Literacy Program, \$82,964; and
- Marguerite Ross Barnett Scholarship Program, \$363,375.

The General Assembly did not make any changes to these amounts recommended by the governor. The TAFP bill does, however, collapse these scholarships (excluding Kids' Chance Scholarship Program and Minority and Underrepresented Environmental Literacy Program) and the Advanced Placement Incentive Grant into one line item that will allow any unexpended funds for the above scholarships, after awards are made to all eligible applicants, to be used in the Marguerite Ross Barnett Scholarship Program. That program is the only of these financial aid programs that has had more applicants than funds available in recent years.

Special Initiatives

Nursing Incentive Grant Program

The TAFP bill includes \$1 million from the State Board of Nursing Fund to award additional competitive grants for higher education institutions to enhance and expand their nursing education programs. This is the second of three planned \$1 million annual appropriations for this program.

MSU-UMKC Pharmacy/Doctorate Program

The TAFP bill also includes \$2 million of continued funding for the Pharmacy Doctorate program at Missouri State University that is operated in collaboration with the University of Missouri – Kansas City School of Pharmacy.

College and University Operating Budgets

The governor had originally recommended the continuation of the FY12 withholdings from institutional operating budgets (1.4 percent, approx. \$12 million) and an additional reduction of 12.5 percent for institutional operating appropriations. Additional withholdings made by the governor for Missouri Western State University and the University of Missouri System were not carried forward from FY12 in the FY13 governor's recommendations. An amended

recommendation from the governor restored \$40 million in proposed reductions using funds from a mortgage lending settlement announced in February.

The TAFP budget includes an additional \$66 million in general revenue for institutional operating appropriations. This would bring all core institutional operating appropriations to FY12 available appropriation levels prior to the additional 1.2 percent and 1.1 percent withholding made for Missouri Western State University and the University of Missouri System.

In addition, with the exception of Harris-Stowe State University, Missouri State University and the University of Missouri, the TAFP recommendations include a total of \$3 million of additional general revenue funds split between the remaining seven four-year institutions to address disparities in funding per FTE.

Capital Improvements

There was not a capital improvements bill passed during the 2012 session.

Other Items

The TAFP bill is the same as the governor's FY13 recommendations for the following items listed as University of Missouri-related:

- Missouri Telehealth Network – continued funding of \$437,640
- MOREnet – no FY13 funding recommended. FY12 appropriation of \$50,000 was withheld in its entirety.
- Missouri Rehabilitation Center – continued funding of \$10,337,870
- Missouri Kidney Program – continued funding of \$1,500,000
- Spinal Cord Injury Research – continued spending authority of \$625,000
- The General Assembly added an additional \$200,000 above the governor's recommendation for the State Historical Society, for a new total of \$1,427,605.

The TAFP bill also includes an additional \$875,000 of spending authority for Spinal Cord Injury Research for a total of \$1.5 million for the program.

The TAFP bill also adds a new University of Missouri-related line-item with \$340,000 for the MOFAST state and federal partnership technology program that was transferred from the Department of Economic Development.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Attachment A – 2012 DHE Weekly Legislative Report – 5/21/12

Attachment B – FY13 Higher Education Operating Budget Status (HB 2003)

2012 DHE Weekly Legislative Report - 5/21/12

Tier 1

Tier 2

Bill Number	Sponsor	Description	Bill Status
SCS HCS HB 1042	Rep. Thomson	<i>TAFP version includes the provisions of HCS HB 1722 (see below) and the provisions related to the Missouri State University Board of Governors and Northwest Missouri State University Board of Regents contained in SB 563 (see below). The bill adds or modifies several duties for the Coordinating Board for Higher Education. The CBHE would require institutions to replicate best practice in remediation and identify and reduce methods found to be ineffective in preparing or retaining students or which delay their enrollment in college-level courses. The CBHE would require institutions to create a state-wide core transfer library of at least 25 lower division courses which could be transferrable across all public institutions. The CBHE would be required to develop a policy to foster reverse transfer of students from four-year to two-year institutions for students meeting associates degree requirements though courses accumulated at least one public four-year and one public two-year institution. The CBHE would be required to maintain the alignment of DESE assessments with previously established competencies for entry-level collegiate courses in English, math, sciences, social sciences and foreign languages. The CBHE would also be empowered to charge and collect fees from out-of-state public institutions wishing to offer courses in the state to cover the cost of reviewing those academic programs. These provisions are largely the product of a Complete College America Alliance of States Annual Convening and Fall Completion Academy attended in October of 2011 by Rep. Thomson, Sen. Pearce, Dr. Nietzel, Commissioner Russell and two institution presidents.</i>	TAFP
HCS SB 455 w/ HA 1-7	Sen. Pearce	<i>HCS includes provisions of HCS HB 1722 (see below). The final version passed by the House includes provisions of HB 1201, HB 1876, HB 1980 and SB 563 (all below). The final version passed by the House also includes some provisions of HB 1245 (sporting event tax credit and Missouri Jobs for Education Program) and provisions prohibiting public entities from operating the Sue Shear Institute, any successor institute, or using any public funds to operate any other institute which engages in political activity. The bill contains all provisions of HCS HB 1042 above. As in the HCS HB 1042, the committee substitute removes performance funding language from the reporting provisions of the bill. HCS SB 455 also includes the provisions of HCS HB 1722 (below) relating to proprietary school certification.</i>	The bill died in conference after receiving seven amendments on the House floor. Those amendments, listed on the left, included the sporting events tax credit which was the main sticking point in conference. The provisions of the underlying bill were TAFPed in HB 1042 (above).

Tier 3

HCS HB 1722	Rep. Thomson	The bill modifies several provisions relating to proprietary school certification conducted by the MDHE. Specifically, the bill would allow proprietary schools in operation for at least five years to apply for a two-year certification (currently certifications expire annually). The bill increases the fee amount for certification and grants the CBHE the authority to increase fee amounts every five years, beginning in FY 2013, not to exceed CPI over the period. A fund is also created in the treasury for the proprietary certification program and directs fees paid for such purposes to the fund.	Crossed Chambers. Placed on Senate Informal Calendar (House Bills for Third Reading) 5.9.12. The provisions were also included in HCS SB 455 and TAFPed as part of HB 1042 (see above).
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Watch List A

Bill Number	Sponsor	Description	Bill Status
SB 483	Sen. Rupp	The bill creates the Early High School Graduation Scholarship Program for public high school students completing high school graduation requirements within 41 or 36 months of starting high school. The bill provides that the total of a district's state aid from the previous semester or year, depending on the time to graduation, divided by the district's Weighted Average Daily Attendance multiplied by 90% be placed into separate funds for every student graduating early (one fund for students graduating in 41 months, one fund for 36 months). Those funds would be used to provide the student scholarships. Districts would be entitled to a grant under the program in an amount equal to 10% of the total of its state aid payment from the previous semester or year, divided by its WADA for each student graduating early. Scholarships would be offered to students graduating in 36 months or 41 months for use in paying fees associated with dual credit programs, or to students graduating in 36 months for use in the payment of tuition and/or mandatory fees at eligible institutions of higher education. The bill doesn't specify from where the funds would come to pay for the student scholarship and district grants. It is therefore assumed that the program would have a cost to the state equal to the district's state aid payment divided by its WADA for each student graduating early. Furthermore, DHE assumes it would need to hire one FTE to assist in the administration of the new scholarship program.	Voted do-pass by Senate Education 2.15.12.
HB 1041	Rep. Thomson	The bill would allow the boards of University of Central Missouri, Harris-Stowe State University, Lincoln University, Missouri State University, Missouri Southern State University, Northwest Missouri State University and Southeast Missouri State University to enter into lease agreements for institution facilities without authorization from the General Assembly. This reinstates a provision which was previously in statute, but sunset in 2011. The sunset was extended last year through 2014, but only for Missouri Western State University. This would extend the existing provision to again include the above universities and extend the sunset date to 2017.	Crossed chambers. Referred to Senate General Laws 3.8.12.
HCS SCS SB 562	Sen. Dixon	The bill contains identical language to HB 1041, barring a technical difference in the emergency clause. See description above.	TAFP. TAFP version includes Southeast Missouri State University.
HCS SCS SB 655	Sen. Green	The bill would create the Higher Education Capital Fund in the State Treasury, to be administered by the commissioner of higher education, for the purpose of providing public colleges and universities matching funds up to 50% for capital projects. Projects may include new construction, rehabilitation, maintenance, renovation or reconstruction. Institutions must provide at least 50% of the project costs, with no amount of the project matching funds coming from tuition, fees, operating budgets or bond issuance. The SCS prohibits use of funds for any athletic facilities or other revenue-generating facilities. The perfected version adds that funds can't be distributed through the fund without a line-item appropriation for a specific project.	Crossed chambers. Reported do-pass by House Fiscal Review 5.14.12. The HCS adds the requirement contained in HB 1502 that monies appropriated to the fund be general revenue. The HCS also replaced "other revenue generating facilities" from those excluded from receiving money from the fund with "parking structures and student housing." The provisions were TAFPed as part of SB 563 (see below).
HCS HB 1502	Rep. Caleb Jones	The current version of the bill contains all of the language in the perfected version of SB 655. See description above. Additionally, the HCS includes a provision limiting appropriations to the fund to general revenue dollars.	HCS voted do-pass by House Higher Education 3.20.12. The provisions were TAFPed as part of SB 563 (see below).
HJR 57	Rep. Kelly	The resolution proposes a constitutional amendment allowing the General Assembly to issue up to \$800 million in bonds to fund higher education and other public capital projects. At least \$550 million of the bonds would be for higher education projects and at least 15 percent of bond proceeds would be dedicated to community college projects. Of the up to \$250 million worth of bond proceeds able to be used for purposes other than higher education construction, no less than \$40 million may be used for maintenance of state parks and park facilities.	House Budget noticed the bill for an executive session for 4.4.12, but did not bring the bill up for a vote.
HJR 68	Rep. Nasheed	The resolution proposes a constitutional amendment allowing the General Assembly to issue up to \$55 million in bonds to provide funds for renovating, remodeling and rebuilding buildings of higher education institutions in the City of St. Louis and St. Louis County.	House Budget hearing scheduled for 4.4.12, but the bill was not heard.

Watch List B

Bill Number	Sponsor	Description	Bill Status
HB 1192	Rep. Koenig	The bill would require the board of the Missouri Higher Education Savings Program to study investment plans of other states and contract with or negotiate to provide benefit options the same as or similar to other state's qualified plans. The purpose would be to provide additional investment options for participants in the program.	Crossed chambers. Placed on Senate Informal Calendar 5.2.12. Provisions TAFPed as part of SB 563 (see below).
HB 1201	Rep. Sifton	The bill simply changes the name in statute of the "Educational Commission of the States" to the "Education Commission of the States." The latter is consistent with the organization's name.	House Elementary & Secondary Education hearing completed 3.28.12. Provisions included in HCS SCS SB 563 (below). Provisions also included in HA 5 to HCS SB 455 (above). Provisions were TAFPed as part of SB 563 (see below).
HB 1216	Rep. McNeil	The bill increases the statutory maximum award amount for Alzheimer research project awards granted by the University of Missouri board of curators from \$30,000 to \$50,000. The bill is supported by the Missouri Coalition of <u>Alzheimer Association Chapters</u> .	Voted do-pass by House Higher Education 2.21.12. Provisions were TAFPed as part of SB 563 (see below).
HB 1257	Rep. Kelly	The bill changes the composition of the University of Missouri Board of Curators so that the nine member board consists of at least one person from each congressional district at all times as well as a voting student curator which shall have the right to vote in all matters before the board, including the hiring and firing of the president of the UM System, chancellors of each campus, the general counsel of the university, the secretary of the board of curators, and all other general officers of the university. The student curator would be excluded from all other decisions regarding <u>the hiring and firing of faculty or staff</u> .	House Higher Education voted do-not-pass on 3.6.12.
HB 1353	Rep. Schupp	The bill would change the statutory requirements of the University of Missouri Board of Curators to allow, but not require, at least one of the nine members to be a student curator with full voting rights the board.	House Higher Education public hearing conducted and voted do-not-pass on 3.6.12.
HB 1467	Rep. Nasheed	The bill requires MOHELA to reserve \$30 million of its assets to be expended for loan forgiveness in any fiscal year beginning in the calendar year immediately following a calendar year in which the Missouri unemployment rate exceeded 7.5 percent for every month in the calendar year. The bill requires the DHE to promulgate rules, in cooperation with MOHELA, establishing priorities for forgiveness.	House Higher Education hearing conducted 2.14.12.
HB 1587	Rep. Wyatt	The bill changes the composition of the University of Missouri Board of Curators so that the nine member board consists of eight members and a voting student curator, which shall have the right to vote in all matters before the board, including the hiring and firing of the president of the UM System, chancellors of each campus, the general counsel of the university, the secretary of the board of curators, and all other general officers of the university. The student curator would be excluded from all other decisions regarding the hiring and firing of faculty or staff.	House Higher Education voted-do-not pass on 3.6.12.
HCS HB 1741 & 1543	Rep. Leara	The bill cuts ties of the College and University Retirement Plan to Missouri State Employees' Retirement System and modifies contribution rates by institutions of higher education and their employees for CURP. The HCS also includes the provisions of HB 1543 which revises the death benefit amount for an active member of the County Employees' Retirement System.	Crossed chambers. Referred to Senate Veterans' Affairs, Emerging Issues, Pensions and Urban Affairs 5.1.12.
HCS HB 1855	Rep. Wallingford	The bill would create the Science, Technology, Engineering and Mathematics Initiative within the MDHE. The initiative would allow taxpayers hiring STEM majors at two or four-year institutions to fill internship positions remove \$5,000 of tax liability from the general fund to be places in the STEM fund established in the bill. Monies in the fund could be appropriated to match public higher education institution funds supporting programs aimed at <u>increasing interest in STEM fields</u> .	House Higher Education voted HCS do-pass 3.27.12. Provisions were TAFPed as part of SB 563 (below).
HB 1876	Rep. Long	The bill would require the commissioner of education to create a process by which students in unaccredited, non-A+ designated schools could qualify for A+ awards so long as they meet all program requirements and also achieve a score of at least 18 on the English section of the ACT. The bill would expand potential award eligibility to three Kansas City School District high schools which are not currently designated. According to DESE, however, these schools are expected to gain designation during the 2012-2013 school year. Assuming that occurs, the bill would <u>have no effect</u> .	Referred to House Elementary & Secondary Education 3.8.12. Provisions included in HA 6 to HCS SB 455 (above).

HCS HB 1895	Rep. Loehner	The bill would allow University of Missouri Extension Councils to form Extension Districts. The governing body of those districts could seek voter approval to levy a property tax increase, not to exceed \$0.30 per \$100,000 of assessed valuation, to provide funding for Extension programs in the Extension District.	Provisions of the bill are included in SCS HCS HB 1254, which establishes the Agritourism Promotion Act. SCS HCS HB 1254 was voted do-pass by the Senate Agriculture, Food Production and Outdoor Resources on 5.3.12. HCS HB 1895 was voted do-pass by House Agriculture Policy 4.5.12. HCS allows councils joining a district, but representing a county voting not to levy an Extension tax in the county, to withdraw from the Extension district and the tax to be levied in other counties of the district approving the tax.
HB 1918	Rep. Richardson	The bill states that community colleges have the ability to offer lower division courses leading to a certificate or associate's degree in its district and service area. It further states that, absent mitigating factors, the MDHE shall assume community colleges are the best pathway for delivering courses leading to a certificate or associate's degree.	House Higher Education hearing conducted 3.27.12.
HB 1925	Rep. Holsman	The bill would prohibit any institution of higher education receiving any state funds from charging full-time, Missouri resident students a higher tuition rate than when the student first enrolled for a period of five years from enrollment, so long as the student remains continuously enrolled as a full-time student. Students moving from undergraduate to graduate level of study would have to lock-in tuition at the time of graduate enrollment.	House Higher Education hearing conducted 4.24.12.
HB 1980	Rep. Richardson	The bill changes property ownership restrictions so that community colleges are able to own property outside of their individual service areas.	House Higher Education hearing conducted 4.24.12. Provisions included in HA 7 to HCS SB 455 (above). HA language stipulates nothing in the provision shall be construed to impair the duty of the CBHE to approve academic programs. HA 7 to HCS SB 455 language also included in HA 2 to HCS SB 578 (not included in this report but relating to state property). Senate requested House recede or grant conference on HCS SB 578 as amended 5.10.12. These provisions were TAFP ed as part of SB 563 below.
SB 482	Sen. Stouffer	The bill contains identical language to HB 1216. See description above.	Crossed chambers. Referred to House Higher Education 4.12.12. Provisions also contained in HCS SCS SB 563 (see below).
HCS SCS SB 563	Sen. Dixon	<i>HCS adds provisions of HB 1201, HB 1216, HB 1855 and Perfected SB 811 (MSU property conveyance) to the portions of SCS SB 563 which added the provisions of SB 681. See elsewhere in the report for descriptions of the added provisions.</i> The bill adjusts the terms of governors on the Missouri State University Board of Governors such that no more than three terms expire in a given year. In 2011, five of nine board members' terms expired.	TAFP. Provisions of the underlying bill were also included in the TAFP version of HB 1042.
SB 672	Sen. Brown	The bill contains identical language to HB 1297. See description above	Senate Veterans' Affairs, Emerging Issues, Pensions & Urban Affairs hearing conducted 2.9.12.
SB 681	Sen. Lager	The bill modifies the composition of the board of regents of Northwest Missouri State University such that no more than two members of the board may reside in the same county.	Senate Education voted do-pass 4.18.12. Provisions TAFP ed as part of HB 1042 and SB 563 (see above).
SB 747	Sen. Schaefer	The bill changes the composition of the University of Missouri Board of Curators so that the nine member board consists of eight members and a voting student curator, which shall have the right to vote in all matters before the board, including the hiring and firing of the president of the UM System, chancellors of each campus, the general counsel of the university, the secretary of the board of curators, and all other general officers of the university. The student curator would be excluded from all other decisions regarding the hiring and firing of faculty or staff. The bill provides that the first voting student curator would be appointed in January 2013 and that the student curator be a graduate or professional student.	Voted do-not pass from Senate Financial & Governmental Organizations & Elections 4.10.12.

SB 756	Sen. Engler	The bill contains identical language to HB 1741. See above.	Senate Veterans' Affairs, Emerging Issues, Pensions & Urban Affairs hearing conducted 3.8.12.
SCS SB 865	Sen. Pearce	The bill contains identical language to that contained in HB 1895. See above.	SCS placed on the Senate Informal Calendar 4.18.12.

FY 2013 Higher Education Operating Budget Status (House Bill 2003)

	FY 2012 Core (TAFP)	FY 2012 Core After Expenditure Restrictions (ER's)	FY 2013 Governor as Amended Recommended**	House Recommended	House Change from Gov as Amended Rec	Senate Recommended	Senate Change from House Rec	Truly Agreed to and Finally Passed (TAFP)	TAFP Change from Gov Rec
Coordination Administration	\$941,219	\$941,219	\$943,894	\$986,425	\$42,531	\$985,466	(\$959)	\$986,425	\$42,531
Proprietary School Administration	\$137,433	\$137,433	\$138,223	\$139,421	\$1,198	\$139,421	\$0	\$139,421	\$1,198
Grant/Scholarships Administration	\$154,789	\$154,789	\$154,810	\$155,615	\$805	\$155,615	\$0	\$155,615	\$805
Proprietary Bond Fund	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
MHEC	\$95,000	\$95,000	\$95,000	\$95,000	\$0	\$95,000	\$0	\$95,000	\$0
Eisenhower/Teacher Quality	\$1,782,422	\$1,782,422	\$1,782,743	\$1,783,093	\$350	\$1,783,093	\$0	\$1,783,093	\$350
Federal Grants/Donations	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0
Access Challenge Grant***	\$2,249,306	\$2,249,306	\$2,249,306	\$3,000,000	\$750,694	\$3,000,000	\$0	\$3,000,000	\$750,694
Bright Flight	\$15,269,250	\$13,269,250	\$13,269,250	\$13,269,250	\$0	\$13,269,250	\$0	\$13,269,250	\$0
Access Missouri Financial Assistance*	\$64,827,307	\$62,827,307	\$62,827,307	\$62,827,307	\$0	\$62,827,307	\$0	\$62,827,307	\$0
A+ Schools Program***	\$29,413,326	\$29,413,326	\$29,413,326	\$33,000,000	\$3,586,674	\$33,000,000	\$0	\$33,000,000	\$3,586,674
Advanced Placement Grants	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
Public Service Survivor Grant	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
Marguerite Ross Barnett Schlrsrp Prgm	\$363,375	\$363,375	\$363,375	\$363,375	\$0	\$363,375	\$0	\$363,375	\$0
Veterans Survivor Grant	\$281,250	\$281,250	\$281,250	\$281,250	\$0	\$281,250	\$0	\$281,250	\$0
Minority Teaching Scholarship Prgm	\$169,000	\$169,000	\$169,000	\$169,000	\$0	\$169,000	\$0	\$169,000	\$0
Kids' Chance Scholarship Program	\$27,750	\$27,750	\$27,750	\$27,750	\$0	\$27,750	\$0	\$27,750	\$0
Minority Environmental Literacy Prgm	\$82,964	\$82,964	\$82,964	\$82,964	\$0	\$82,964	\$0	\$82,964	\$0
Advantage Missouri	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
GEAR UP	\$450,000	\$450,000	\$450,000	\$450,000	\$0	\$450,000	\$0	\$450,000	\$0
Loan Administration	\$11,448,012	\$11,448,012	\$11,426,465	\$11,438,124	\$11,659	\$11,435,421	(\$2,703)	\$11,438,124	\$11,659
Federal Loan Compliance***	\$4,500,000	\$4,500,000	\$4,500,000	\$8,500,000	\$4,000,000	\$8,500,000	\$0	\$8,500,000	\$4,000,000
Loan Collections***	\$8,000,000	\$8,000,000	\$8,000,000	\$30,000,000	\$22,000,000	\$30,000,000	\$0	\$30,000,000	\$22,000,000
Purchase Loans***	\$145,000,000	\$145,000,000	\$145,000,000	\$200,000,000	\$55,000,000	\$200,000,000	\$0	\$200,000,000	\$55,000,000
State Nursing Board Grants	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	\$0
UMKC/MSU Doctorate Pharmacy Prgm	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0
Community Colleges	\$132,667,206	\$130,815,295	\$120,636,419	\$130,815,295	\$10,178,876	\$130,815,295	\$0	\$130,815,295	\$10,178,876
Linn State	\$4,682,166	\$4,616,807	\$4,257,568	\$4,616,807	\$359,239	\$4,616,807	\$0	\$4,616,807	\$359,239
Linn State & Community Colleges - Job Trng	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
University of Central Missouri	\$53,355,831	\$52,611,033	\$48,517,314	\$52,611,033	\$4,093,719	\$52,611,033	\$0	\$53,191,410	\$4,674,096
Southeast Missouri State University	\$43,493,220	\$42,886,095	\$39,549,083	\$44,886,095	\$5,337,012	\$42,886,095	(\$2,000,000)	\$43,772,064	\$4,222,981
Missouri State University	\$80,466,125	\$79,342,892	\$73,169,139	\$79,342,892	\$6,173,753	\$79,342,892	\$0	\$79,342,892	\$6,173,753
Lincoln University	\$17,685,546	\$17,438,672	\$16,081,751	\$17,438,672	\$1,356,921	\$17,438,672	\$0	\$17,488,335	\$1,406,584
Truman State University	\$40,377,812	\$39,814,175	\$36,716,193	\$39,814,175	\$3,097,982	\$39,814,175	\$0	\$39,919,610	\$3,203,417
Northwest Missouri State University	\$29,592,947	\$29,179,857	\$26,909,342	\$29,179,857	\$2,270,515	\$29,179,857	\$0	\$29,695,333	\$2,785,991
Missouri Southern State University	\$22,885,800	\$22,566,335	\$20,810,425	\$22,566,335	\$1,755,910	\$22,566,335	\$0	\$22,912,856	\$2,102,431
Missouri Western State University	\$21,089,772	\$20,527,051	\$19,177,268	\$20,795,378	\$1,618,110	\$20,795,378	\$0	\$21,311,937	\$2,134,669
Harris-Stowe State University	\$9,724,445	\$9,588,701	\$8,842,594	\$9,588,701	\$746,107	\$9,588,701	\$0	\$9,588,701	\$746,107
University of Missouri	\$403,634,997	\$393,493,654	\$367,031,784	\$397,700,626	\$30,668,842	\$398,000,626	\$300,000	\$398,000,626	\$30,968,842
Telehealth	\$437,640	\$437,640	\$437,640	\$437,640	\$0	\$437,640	\$0	\$437,640	\$0
MOREnet	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Missouri Rehabilitation Center	\$10,337,870	\$10,337,870	\$10,337,870	\$10,337,870	\$0	\$10,337,870	\$0	\$10,337,870	\$0
Alzheimer's Research	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury***	\$625,000	\$625,000	\$625,000	\$1,500,000	\$875,000	\$1,500,000	\$0	\$1,500,000	\$875,000
Kidney Program	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0
MOFAST (MO Fed & State Tech Prgm)	\$0	\$0	\$0	\$1,340,000	\$1,340,000	\$0	(\$1,340,000)	\$340,000	\$340,000
Univ of Missouri - Economic Research	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Innovation Centers	\$0	\$0	\$0	\$0	\$0	\$1,360,000	\$1,360,000	\$0	\$0
State Historical Society	\$1,227,605	\$1,227,605	\$1,227,605	\$1,227,605	\$0	\$1,427,605	\$200,000	\$1,427,605	\$200,000
Seminary Invest	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0	\$4,000,000	\$0	\$4,000,000	\$0
Seminary Interest	\$275,000	\$275,000	\$275,000	\$275,000	\$0	\$275,000	\$0	\$275,000	\$0
TOTAL	\$1,168,566,385	\$1,147,741,085	\$1,086,641,658	\$1,155,695,187	\$69,053,529	\$1,154,211,525	(\$1,483,662)	\$1,156,195,187	\$69,553,529

Note: The figures listed for the institutions do not include the Debt Offset Escrow Fund.

* FY 2012 TAFP Core includes one-time funds of \$30 million from MOHELA; FY 2012 Core after ER's reflects a \$1 million ER made by the Governor and an additional \$1 million reduction due to the elimination of the federal transfer of funds by the federal government.

**Amounts for the institutions include \$40 million in general revenue funds recommended by a governor's amendment.

***No new monies were recommended for these programs; the differences noted in the "House Change from Gov as Amended Rec" and the "TAFP Change from Gov Rec" columns represent additional spending authority due to the removal of the estimated appropriations from the bill and are not included in the totals.

The House Committee Substitute removed the estimated appropriations from the bill; restored \$66 million back to the institutional core budgets; included an additional \$2 million for Southeast Missouri State University; a cut of \$300,000 to the University of Missouri; six scholarship programs, including Advanced Placement Grants, Public Service Survivor Grant, Vietnam Veterans Survivor Scholarship, Marguerite Ross Barnett Scholarship Program, Veterans Survivor Grant, and Minority Teaching Scholarship Program, were combined into a single line with the intent of allowing unspent money to be utilized in the Marguerite Ross Barnett program.

The Senate Appropriations Committee recommended that lottery fund appropriations to the institutions be replaced with general revenue funds. The Senate reversed the swap of these general revenue and lottery funds.

With the exception of Harris-Stowe State University, Missouri State University and the University of Missouri, the TAFP recommendations include a total of \$3 million additional general revenue funds split between the remaining seven four-year institutions to address disparities in funding per FTE.

AGENDA ITEM SUMMARY

AGENDA ITEM

Revision of the A+ Scholarship Program Administrative Rule
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

In 2010, as a result of an executive order, the scholarship component of the A+ program was transferred to the Missouri Department of Higher Education. During 2011, the Coordinating Board adopted and the MDHE implemented an administrative rule for the operation of this program. This board item provides an implantation update and proposes several clarifications to the administrative rule.

Background

The scholarship component of the A+ program, while originally part of a high school improvement program, has taken on the function of a free-standing student aid program. During FY 2012, the MDHE will disburse more than \$27 million to an estimated 12,500 students.

After almost a full year of administering the scholarship component of the A+ program using the current administrative rule, the MDHE has identified several areas that would benefit from further clarification to ensure the program's policies are in alignment with its operations. These areas were identified through ongoing conversations with postsecondary institutional staff administering the program; questions and concerns received by the MDHE from parents, students, and high school officials; and experience with the administration and maintenance of the program.

On April 19, 2012, the MDHE electronically distributed information about the proposed rule revisions to the education community, including posting information to the MDHE website. The request for review and comment was distributed to those registered to receive electronic A+ communications from the MDHE as well as to a distribution list of A+ coordinators maintained by the Department of Elementary and Secondary Education. Written comments were received from eight discrete sources. A summary of those comments and the MDHE response is attached to this board item.

In addition, on May 10, 2012, the Missouri Association of Community Colleges organized a conference call with the Commissioner to discuss their concerns. With one exception, the points raised during the conference call are included in the attached summary of comments. The exception relates to provisions for a testing alternative at the high school level to the Algebra I end-of-course exam for students with disabilities. MDHE staff contacted Department of Elementary and Secondary Education to request additional information on this subject. At the time of board material production, a final response had not been received. MDHE staff will

Coordinating Board for Higher Education
June 6, 2012

continue to work with DESE staff and bring any needed revisions to the proposed rule to the meeting for discussion and possible action.

Proposed Revisions

Attached to this agenda item are a copy of the final proposed amendments to the A+ administrative rule and a summary of the proposed amendments.

Based on the feedback described above, MDHE staff made changes to three sections of the draft rule distributed on April 19. In addition, based on conversations with a student financial aid administrator, a fourth revision has also been included.

- Consortium and Partnership Agreements – This proposed change would require that federal aid be divided among all institutions when a student is enrolled at multiple institutions as part of a partnership or consortium agreement. The intent of this change is to promote equity and fairness in the interaction between federal aid dollars and A+ award amounts. Comments on these changes clearly indicated that there was confusion about the scope and impact of the proposed revisions. The language in that section has been revised to more clearly delineate the department’s intent.
- Algebra I end-of-course alternative – This proposed change would require that only credit-bearing, college-level coursework be included as part of the alternative eligibility path. The intent is to ensure the alternate method does not undermine the effort to improve the academic preparation of students receiving A+ awards. However, multiple commenters expressed concern that the change created a higher eligibility threshold for students using the alternate method. One suggested revision was to permit inclusion of remedial hours but require A+ institutions to administer the Algebra I end-of-course exam to students to determine final eligibility. MDHE staff requested clarification from DESE regarding whether this option was feasible. At the time of board meeting material production, this issue had not been resolved. As a consequence, the attached proposed rule contains the original proposed language on this issue. MDHE staff will continue to work with DESE staff and bring any needed revisions to the proposed rule to the meeting for discussion and possible action.
- 105 percent credit hour limitation – This change would address eligibility issues that can result when a student pursues a higher level certificate or degree after completing a more basic program. The intent of this change is to promote program completion by ensuring students pursuing “stacked credentials” would not be penalized by this limitation. Comments on the change in this section indicated confusion regarding both the intent of the change and its impact on student eligibility. In response, the proposed revisions have been redrafted to more clearly describe when and how the required calculations are made.
- Concurrent enrollment – Recent conversations with financial aid officials raised concern that the existing rule does not directly deal with students concurrently enrolled in multiple programs. Since the aid delivery system (FAMOUS) can only process a student’s payment at one institution and program requirements mandate that only coursework related to the student’s program be reimbursed, clarification of how priorities would be established needed to be included in the administrative rule.

Conclusion

A major MDHE goal is to ensure transparency and consistency for the administration of the A+ Scholarship program. To that end, the MDHE has pursued an open process for the development of these proposed revisions that seeks to provide the opportunity for involvement by all interested parties. While the formal rulemaking process includes a public comment component, seeking input during the development of the proposed revisions allows the MDHE to better respond to questions and concerns.

STATUTORY REFERENCE

Section 160.545, RSMo, A+ Scholarship

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.

ATTACHMENT(S)

Attachment A: Summary of Comments, Proposed A+ Administrative Rule Revisions

Attachment B: Summary of Proposed Amendments to the A+ Administrative Rule

Attachment C: Proposed A+ Administrative Rule Revisions

Summary of Comments
Proposed Amendments to 6 CSR 10-2.190, A+ Scholarship Program

The MDHE received 12 written comments relating to the proposed rule revisions from eight sources.

COMMENT #1: One commenter supported the proposed amendments.

RESPONSE: No changes have been made as a result of this comment.

COMMENT #2: Two commenters opposed the revision of the Algebra I end-of-course exam requirement (subsection (3)(A)7), indicating the Algebra I provision overall penalizes non-Pell eligible students in career and technical education programs, and the revision penalizes students who are not required by their districts to take either the Algebra II or Geometry end-of-course exams.

RESPONSE: The provision to accept appropriate performance by students on the more advanced mathematics end-of-course exams is intended to recognize the potential for student improvement in mathematics and to provide a broader eligibility base for students. Students in districts that do not offer the more advanced exams still have the opportunity to qualify for the A+ Scholarship by scoring proficient or advanced on the Algebra I end-of-course exam or by completing 12 credit hours with a 2.5 grade point average in their first semester of postsecondary study. No changes have been made as a result of this comment.

COMMENT #3: One commenter opposed the revision of the Algebra I End-of-Course exam requirement (subsection (3)(A)7), indicating the alternative method of establishing eligibility fiscally penalizes students with financial need. The alternative method requires completion of 12 credit hours at their own expense. This commenter also indicated the Algebra I end-of-course exam requirement does not provide an incentive for students to perform well on the exam.

RESPONSE: The inclusion of the alternative method of establishing eligibility is intended to allow students with poor mathematical or test-taking skills to demonstrate their ability to succeed in college. The provision was not intended primarily as a performance incentive for the exam. Eligibility for the scholarship is incomplete until the student has satisfied the eligibility requirements and the department cannot provide reimbursement to a student with incomplete eligibility. As a result, students must be responsible for their tuition and fee costs until they have fully established their eligibility. No changes have been made as a result of this comment.

COMMENT #4: One commenter requested clarification of the Algebra I End-of-Course exam requirement (subsection (3)(A)7) to include the method used to differentiate between a student

who has met all of the high school eligibility requirements, including the Algebra I End-of-Course exam requirement, from a student who has met all of the high school eligibility requirements with the exception of the Algebra I end-of-course exam requirement.

RESPONSE: The MDHE considers the method or methods that high schools can use to differentiate between students who do or do not meet the Algebra I end-of-course exam requirement to be an operational issue. The department does not believe it is appropriate to include this as part of the rulemaking process. However, department staff has been discussing this issue with A+ coordinators at both the secondary and postsecondary level in order to determine the best way to resolve this issue. No changes were made as a result of this comment.

COMMENT #5: One commenter indicated the addition of an English language arts end-of-course exam requirement should be considered as it would address concerns from schools and the business community regarding the poor level of language proficiency in high school and college graduates.

RESPONSE: Concern was raised by the original program improvement workgroup that many A+ high school graduates were not “college ready” upon enrollment in a postsecondary institution. Research findings were cited, including a report produced by ACT, Inc., that enrollment and success in rigorous high school mathematics courses were highly correlated with college readiness. Consequently, the original intent of including the Algebra I end-of-course exam requirement was not specifically to address deficiencies in a particular subject area but as a proxy for the student’s ability to successfully perform college level work. Once this provision has been implemented (in 2015), the MDHE should review the impact of this requirement and consider the value in recommending additional requirements. No changes were made as a result of this comment.

COMMENT #6: One commenter indicated the revisions to the method of calculating the 105 percent requirement (subparagraphs (4)(C)3.A-B) will be administratively burdensome and contradict the goal of degree completion.

RESPONSE: The proposed amendments to this section are intended to clarify how institutions should calculate the 105 percent eligibility limit when the student has earned a certificate and is now pursuing a higher level certificate or degree in a related subject area. The change would exclude hours earned as part of the previously completed program unless they are transferred into the higher level program. This provides a benefit to students by extending their eligibility to pursue advanced study and supports the department’s goal of student persistence and program completion. However, the MDHE believes the language as originally proposed was not sufficiently clear and the attached proposed rule has been amended to clarify the treatment of hours when a student is pursuing a second postsecondary credential with A+ funds.

COMMENT #7: One commenter indicated the revisions to the method of calculating the 105 percent requirement (subparagraphs (4)(C)3.A-B) would have an impact on students and described a scenario for its application.

RESPONSE: While the comment did not express a position in favor or opposition to the change, the comment reinforced the MDHE belief that the original draft language was not sufficiently clear on this subject. Consequently, the attached proposed rule has been amended to clarify the treatment of hours when a student is pursuing a second postsecondary credential with A+ funds.

COMMENT #8: Two commenters opposed the exclusion of developmental and remedial coursework from the alternative to the Algebra I end-of-course exam (subparagraph (3)(A).7.B). One of the two commenters indicated completion of developmental coursework in college exceeds the current Algebra I end-of-course exam requirement in demonstrating a student's ability to succeed in college.

RESPONSE: As previously referenced, the Algebra I end-of-course exam requirement is intended as an indicator of a student's ability to successfully perform college level work. The inclusion of the alternative method of establishing eligibility is intended to allow students with poor mathematical or test-taking skills to demonstrate their ability in that area. A student enrolled in remedial or developmental courses has not yet demonstrated they have the ability to succeed in college-level, credit-bearing courses.

However, the MDHE understands remedial or developmental courses are intended to increase a student's skills so they may succeed in college-level, credit-bearing courses and successful completion of those courses should be recognized as addressing that goal. One suggested alternative was to permit inclusion of remedial hours but to require A+ institutions administer the Algebra I end-of-course exam to students to determine final eligibility. MDHE staff requested clarification from DESE regarding whether this option was feasible. At the time of board meeting material production, this issue had not been resolved. As a consequence, the attached proposed rule contains the original proposed language on this issue.

COMMENT #9: One commenter opposed the method (paragraph (4)(E)2) used to implement the limitation on reimbursement for dropped coursework. Specifically, the comment indicated that requiring institutions to deduct the amount reimbursed for withdrawn coursework from subsequent reimbursement requests was problematic based on the potential length of time such coursework must be tracked, particularly if the student does not re-enroll in the next available term. The commenter suggested instead such a student should be allowed to make up the withdrawn coursework in a later term to regain eligibility or a given amount should be allowed for withdrawn coursework each year.

RESPONSE: The prohibition of reimbursement for withdrawn coursework was a recommendation from the program improvement workgroup. The department adopted the original method of addressing withdrawn coursework based on feedback from financial aid administrators. However, issues raised during initial implementation of the rule made it clear this requirement did not provide sufficient flexibility for institutions. In response, the department issued guidance during the 2011-2012 academic year providing institutions with three options for addressing withdrawn coursework. The options allow the school to omit the withdrawn coursework from the reimbursement request, to use the standard return of funds process, or to use the previously established method of deduction from a subsequent term. The proposed amendment to paragraph (4)(E)2 is intended to codify all of those options. The MDHE believes this approach provides institutions with the flexibility to choose the method that best fits their operations while maintaining the intent of the requirement making withdrawn coursework ineligible for reimbursement. No changes were made as a result of this comment.

COMMENT #10: One commenter indicated the A+ program in its revised form has become overcomplicated and too difficult for families to understand.

RESPONSE: While the MDHE strives for simplicity in the programs it administers, that goal must be balanced with the structure of each program and the need to ensure funds distributed through the program are used in a manner consistent with expectations. Tuition and fee reimbursement programs tend to be inherently more complex than fixed award grant programs owing to the fact that all students potentially receive different award amounts and course-level variations routinely come into play. In addition to these inherent complexities, the MDHE heard concerns from various constituencies about program inefficiencies and limited effectiveness. In response, the MDHE incorporated additional parameters into the program in an attempt to address these concerns. Finally, many of the items that have been identified as overly complex are not new to the program. However, those items have become more apparent as the MDHE has taken steps to ensure all program requirements are explicitly addressed in the administrative rule so all participating institutions are aware of and informed about the program requirements. No changes were made as a result of this comment.

COMMENT #11: One commenter indicated the administrative costs for the program based on the required policies and procedures as well as the required infrastructure have increased.

RESPONSE: As discussed in the context of the previous comment, the complexity of the program has continued to increase and undoubtedly that has resulted in additional administrative costs. However, the MDHE has implemented a new payment request system that is integrated with the FAMOUS system. While there are costs associated with institutions updating their infrastructure to conform to the new payment request system, the MDHE believes the long term

benefits resulting from a more streamlined and user-friendly system outweigh these initial costs. In addition, MDHE staff has been available in many public venues to provide training and guidance to institutional financial aid personnel in administering the program consistent with program requirements. Assisting institutions in this manner should improve the process and avoid costs associated with correcting errors resulting from misinformation and misunderstandings. Although these steps may not fully address the cost of the additional complexity, they do provide evidence of the MDHE's commitment to greater efficiency and effectiveness. No changes were made as a result of this comment.

Comment #12: One commenter indicated the specification of the funding distribution between institutions involved in a partnership or consortium agreement (subsection (2)(C).6) does not equitably distribute A+ and Pell funding between institutions involved in a partnership or consortium agreement. The commenter asserts that previously the host institution was allowed to retain a student's full Pell award, while the home institution was allowed to retain a student's full A+ award. In addition, the commenter indicated the revision does not address consortium agreements with four-year institutions.

RESPONSE: The intent of the revision is to recognize the statutory requirement that federal funding be applied to tuition and fees prior to the calculation of the A+ reimbursement amount. It is inequitable for a student enrolled in a program subject to a partnership or consortium agreement between institutions to receive a full Pell award and a full A+ award when a student enrolled in a similar program not subject to such an agreement would receive a reduced A+ award after the application of the Pell award to tuition and fees.

Although the revision was intended to address partnership or consortium agreements between an A+ institution and any combination of A+ participating or non-participating institutions, including four-year institutions, the MDHE agrees that the revised language does not clearly define the types of institutions involved in the partnership or consortium agreement. As a result, the MDHE has amended the proposed language to clarify the institutional types .

Summary of Proposed Amendments to the A+ Administrative Rule

The following provides a brief description of the proposed amendments to the administrative rule for the A+ Scholarship Program as included in the agenda item.

1. Definition of Full-time Student (6 CSR 10-2.190(1)(H))

Amends the definition of full-time student to specify students enrolled in clock hour programs must be enrolled in at least 24 clock hours per week to be considered to be enrolled full-time. The current definition does not reference clock hour programs.

2. Definition of Renewal Student (6 CSR 10-2.190(1)(N))

Amends the definition of renewal student to include students who were eligible for the A+ scholarship but did not receive any funding due to receiving federal grant aid.

3. Treatment of Federal Aid in a Partnership or Consortium Agreement (6 CSR 10-2.190(2)(C))

Requires institutions to apportion a student's federal aid between all institutions involved in a partnership or consortium agreement. This ensures payments for students attending under such agreements are made more consistently with those for students attending a single institution. In the case of an agreement that involves a non-A+ institution, this proposal prevents application of the full amount of federal aid to the non-participating institution.

4. Algebra I End of Course Exam (6 CSR 10-2.190(3)(A)7)

The proposed amendments relating to the Algebra I end of course exam requirement:

- Allows waiver of the A+ Algebra I EOC requirement for a student when the Department of Elementary and Secondary Education has waived its testing requirement for that student. This will primarily affect transfer students that took Algebra I at an out-of-state or private school.
- Allows scores of proficient or advanced on higher level mathematics end of course exams to satisfy this requirement.
- Specifies that developmental or remedial coursework cannot be included in the 12 credit hours (or the equivalent) required of students pursuing the alternative to the Algebra I EOC.
- Specifies reimbursement for students utilizing the alternative to the Algebra I EOC requirement will not be made retroactively for the first semester of study.

5. Satisfactory Academic Progress Requirements for Initial and Renewal Students (6 CSR 10-2.190(3)(A)12 and (3)(B)2)

Clarifies the satisfactory academic progress expectations for both initial and renewal students, bringing the requirement for initial students into alignment with requirements for federal Title IV aid. These changes

replace the definition of satisfactory academic progress currently found in the definition section of the rule (6 CSR 10-2.190(1)(P)).

6. Eligibility Expiration at 48 Months from High School Graduation (6 CSR 10-2.190(4)(C)1)

Clarifies that student eligibility expires 48 months from high school graduation as documented on the student's high school transcript, rather than completion of high school coursework. This clarification is necessary to accurately determine and document the length of eligibility for mid-year high school graduates.

7. Eligibility Expiration at 105 Percent of Student's Current Program of Study (6 CSR 10-2.190(4)(C)3.A-D)

Revises the calculation of the 105 percent eligibility limit to maximize eligibility for students pursuing a higher level certificate or degree. The change would limit the hours included in the 105 percent calculation for such students. This supports the department's goal of program completion by rewarding students for completion of a certificate before pursuing an additional course of study.

8. Military Deferment (6 CSR 10-2.190(4)(D))

Caps the length of the deferment period at 48 months to ensure all students receive a maximum of 48 months of eligibility, even if a student's active duty military service is longer. In addition, language has been added to clarify that the calculation of the months of remaining eligibility starts from the first of the month following the student's discharge from military service.

9. Reimbursement for Concurrent Enrollment in More than One Program (6 CSR 10-2.190(4)(E))

Specifies that, for students concurrently seeking more than one certificate or degree, reimbursement will be made to and the 105 percent eligibility limit will be calculated by the institution providing the highest outcome, unless the student provides all institutions written notice otherwise. This provision is intended to clarify that A+ will reimburse students for only one program, while allowing students the flexibility to determine which program's reimbursement provides the most benefit to their unique situation.

10. Coursework Qualified for Reimbursement (6 CSR 10-2.190(4)(F) and (4)(G))

The proposed amendments relating to reimbursable coursework:

- Recognizes that coursework in an Incomplete status will eventually be assigned a standard grade and should be eligible for reimbursement. However, coursework from which a student has withdrawn or is terminated remains ineligible for reimbursement.
- Clarifies that a student does not have to officially withdraw from a course for the coursework to be ineligible for reimbursement.
- Provides two additional options for handling payments for withdrawn coursework.

**Title 6--DEPARTMENT OF HIGHER EDUCATION
Division 10—Commissioner of Higher Education
Chapter 2--Student Financial Assistance Program**

PROPOSED AMENDMENT

6 CSR 10-2.190 A+ Scholarship Program

PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.

(1) Definitions.

(A) Academic year shall be twenty-four (24) semester or trimester credit hours, thirty-six (36) quarter credit hours, or nine hundred (900) clock hours, and at least thirty (30) weeks of instructional time for a credit hour program or at least twenty-six (26) weeks of instructional time for a clock hour program.

(B) A+ Scholarship shall mean the tuition reimbursement program set forth in subsections 7. through 9. of section 160.545, RSMo.

(C) A+ tuition reimbursement shall mean an amount of money paid by the state of Missouri to a qualified student under the A+ Scholarship for costs related to tuition, general fees, and up to fifty percent (50%) of book costs, subject to state appropriations, after federal sources of funding have been applied.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE shall mean the Coordinating Board for Higher Education created by section 173.005.2., RSMo.

(F) Department shall mean the Department of Higher Education created by section 173.005.1., RSMo.

(G) Federal sources of funding shall mean grant funds made available directly to students by the federal government and shall not include any funds that must be repaid or work-study funds.

(H) Full-time student shall mean a student who, regardless of the course delivery method, is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, **twenty-four (24) clock hours per week**, or the equivalent in another measurement system, but not less than the respective number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101–12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements for full-time status under federal student financial aid programs included in Title IV of the Higher Education Act of 1965 shall be considered to be making satisfactory academic progress, as defined in subsection (1)(P) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

(I) Good-faith effort to secure all federal sources of funding that could be applied to tuition reimbursement shall mean, by the deadline established by the department, being eligible to complete and completing the federal need-based aid application form as prescribed by the United States Department of Education (USDE). For students whose parents refuse to provide financial information, the application form must, at a minimum, include the dependent student's financial information. For students attending institutions that do not participate in the federal Title IV student financial aid programs, completion of the predictor tool for federal Title IV student financial aid eligibility approved by the USDE is acceptable.

(J) His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.

(K) Initial recipient shall mean a student who qualifies under subsection 7. of section 160.545, RSMo, and this rule, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, and has not received A+ tuition reimbursement in any prior award year.

(L) Participating institution shall mean a Missouri public community college, a public vocational or technical school, or a two (2)-year private vocational or technical school meeting the requirements set forth in subsection 9. of section 160.545, RSMo, that has entered into a participation agreement for the A+ Scholarship program with the department.

(M) Partnership shall mean a written agreement between two (2) or more institutions, at least one (1) of which must be an A+ participating institution, providing for the processing and delivery of A+ tuition reimbursement.

(N) Renewal recipient shall mean a student who received A+ tuition reimbursement, **or whose A+ award was reduced to zero upon application of federal sources of funding**, in a prior award year, qualifies under subsection 7. of section 160.545, RSMo, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement.

(O) Repeat coursework shall be any coursework for which the student has been assigned a grade under the institution's standard grading policy, excluding coursework for which the student was placed in an incomplete or withdrawn status, in a previous term.

[(P) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances.]

[(Q)](P) Tuition and fees shall mean any charges to students classified as tuition and any institutional fees charged to all students, excluding program-specific fees.

[(R)](Q) USDE shall mean the United States Department of Education.

(2) Responsibilities of Participating Institutions.

(A) Only institutions who have entered into a participation agreement with the department may receive reimbursement under the A+ Scholarship program.

(B) Participating institutions shall meet the following requirements:

1. Before requesting reimbursement for an initial recipient, verify the following:

A. The student has met the eligibility requirements listed in section (3) of this rule through collection of a high school transcript bearing the official A+ seal;

B. The eligible student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule; and

C. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, except as provided in subsection (1)(I) of this rule;

2. Before requesting reimbursement for a renewal recipient, verify the following:

A. The eligible student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule;

B. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition, except as provided in subsection (1)(I) of this rule; and

C. The student is maintaining satisfactory academic progress;

3. Comply with the institutional responsibilities required in 6 CSR 10-2.140(5), with the exception of 6 CSR 10-2.140(5)(A)5.; and

4. Verify federal sources of funding are applied correctly to tuition, general fees, and up to fifty percent (50%) of book costs as specified in subsection (4)(K) of this rule.

(C) Partnerships must comply with the following:

1. Reimbursement will only be made to A+ participating institutions;

2. Reimbursement will only be made for coursework actually delivered by a participating institution;

3. Reimbursement may be requested by only one (1) participating institution as specified in the agreement and must be at a tuition rate consistent with the rate charged to other students enrolled in the course;

4. When a partnership includes only one (1) A+ participating institution, the student must be considered to be enrolled full time at the participating institution;

5. When two (2) or more A+ participating institutions are involved in a partnership, students must be enrolled in sufficient hours at a combination of the participating institutions to be considered to be enrolled full time as defined in this rule; *[and]*

6. *[Institutions entering into partnerships must provide to the department any requested documentation pertaining to the processing and delivery of A+ tuition reimbursements.]* **When an A+ institution is involved in a partnership or consortium agreement with at least one other institution, regardless of A+ participation or eligibility for participation, a student's federal sources of funding must be apportioned between all institutions included in the agreement in proportion to the student's enrollment at each institution; and**

7. Institutions entering into partnerships must provide to the department any requested documentation pertaining to the processing and delivery of A+ tuition reimbursements.

(3) Eligibility Policy.

(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:

1. Meet the requirements set forth in subsection 7. of section 160.545, RSMo;
2. Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo;
3. Enter into a written agreement with the A+ designated high school prior to high school graduation;
4. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;
5. Have at least a ninety-five percent (95%) attendance record overall for grades nine through twelve (9–12);

6. Have performed fifty (50) hours of unpaid tutoring or mentoring, of which up to twenty-five percent (25%) may include job shadowing;

7. Beginning with the high school senior class of 2015, *[have achieved a score of proficient or advanced on the official Algebra I end-of-course exam or complete the first semester at a postsecondary institution with a minimum of twelve (12) hours or the equivalent and a two and one-half (2.5) grade point average prior to receiving A+ tuition reimbursement;]* **meet one of the following, unless the A+ school district has met all of the Department of Elementary and Secondary Education's requirements for waiver of the Algebra I End of Course exam for the recipient:**

A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE approved exam in the field of mathematics; or

B. Complete the first semester at a postsecondary institution with a minimum of twelve (12) hours, excluding remedial or developmental coursework, and achieve a two and one-half (2.5) grade point average prior to receiving A+ tuition reimbursement. Reimbursement will not be made retroactive for the first semester;

8. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol;

9. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

10. Not be enrolled or intend to use the award to enroll in a course of study leading to a degree in theology or divinity; *[and]*

11. Not have a criminal record preventing receipt of federal Title IV student financial aid*[.]*; **and**

12. Meet the institution's definition of satisfactory academic progress, including any GPA requirement included as part of that definition.

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria:

1. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

2. Maintain *[satisfactory academic progress]* **a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances;** and

3. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition before the award is disbursed but no later than the deadline established by the CBHE.

(C) The department will review written appeals of its eligibility policy in the following circumstances:

1. The student failed to make a good-faith effort to secure all federal sources of funding that could be applied to tuition; or

2. The student failed to meet the grade point average requirement as a result of a documented medical reason.

(4) Award Policy.

(A) A+ tuition reimbursement for institutions with credit-hour programs shall occur each semester within one (1) award year.

(B) A+ tuition reimbursement for institutions with clock-hour programs shall be made in installments determined by the department annually.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after *[completion of high school coursework]* **high school graduation as documented on the high school transcript;**

2. Receipt of an associate's degree; or

3. Completion of one hundred five percent (105%) of the hours required for the program in which the student is currently enrolled.

A. **For a student seeking a first certificate or degree,** [C]calculation of the one hundred five percent (105%) shall include:

(I) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental; and

(II) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.

B. **For a student seeking a first certificate or degree,** [C]calculation of the one hundred five percent (105%) shall not include *[the following]*:

(I) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs; and

(II) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

C. **For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree,** calculation of the one hundred five percent (105%) shall include:

(I) All hours that are applied toward the related, higher-level program; and

(II) All known hours completed after receipt of the most recent certificate at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental; and

(III) All hours completed after receipt of the most recent credential that are accepted in transfer from an institution that is ineligible for A+ participation.

D. **For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree,** calculation of the one hundred five percent (105%) shall not include:

(I) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs; and

(II) All hours that are not applied toward the related, higher-level program; and

(III) All hours completed at an institution that is ineligible for A+ participation after receipt of the most recent certificate that are not accepted in transfer by an A+ participating institution.

(D) If an initial recipient is unable to enroll or a renewal recipient ceases attendance for the purpose of providing service in any branch of the armed forces of the United States, the eligibility of the student will be *[extended]***deferred** for the period of the service as documented on the student's DD214 form and all remaining eligibility, **not to exceed 48 months**, will be retained if the student returns to full-time status within twelve (12) months of the end of military service and provides verification to the department that the military service was satisfactorily completed. **Calculation of the twelve (12) months will begin on the first of the month following the student's discharge from service. The months of remaining eligibility will be calculated from the first day of the month following the student's return to full-time status.**

(E) **For a student concurrently seeking more than one certificate or degree reimbursement will be made to and the calculation of the one hundred and five percent (105%) eligibility limit will be made by the institution providing the highest outcome, unless the student provides written notification specifying otherwise to all institutions in which he is enrolled.**

[(E)](F) Reimbursement will be as specified for the following categories of coursework:

1. Completed coursework~~, including remedial coursework,~~ for which a grade is assigned under the institution's standard grading policy, **including remedial coursework and coursework assigned a grade of Incomplete**, and that is required by the institution for the completion of a certificate or degree will be reimbursed~~. The amount of reimbursement paid for coursework for which a standard grade was not assigned, including coursework for which the student was placed in an incomplete or withdrawn status,~~ *[will be deducted from subsequent reimbursement requests for the student];*

2. *[Repeat coursework will not be reimbursed; and]* **The amount of reimbursement paid for coursework for which a standard grade was not assigned, including coursework from which the student officially or unofficially withdrew, or was terminated, is not eligible for reimbursement. Institutions can use any of the following options to adjust a student's award amount to meet this requirement:**

A. Deduct the amount reimbursed for such coursework from subsequent reimbursement requests;

B. Omit such coursework from the current reimbursement request; or

C. Return the amount reimbursed for such coursework in accordance with subsection 6 CSR 10-2.140(5)(C);

3. *[Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate will be reimbursed provided that the certificate or degree is in a field related to the original certificate received.]***Repeat coursework will not be reimbursed; and**

4. Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate will be reimbursed provided that the certificate or degree is in a field related to the original certificate received.

[(F)](G) The amount of the A+ tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after any federal sources of funding have been applied and any deductions have been made for reimbursement of coursework for which a standard grade was not assigned, including coursework *[for which the student was placed in an incomplete or withdrawn status]* **from which the student officially or unofficially withdrew, or was terminated.**

[(G)](H) The amount of the A+ tuition reimbursement is subject to legislative appropriation.

[(H)](I) If the appropriated funds exceed the amount necessary to fund tuition and fees, up to fifty percent (50%) of book costs may be reimbursed.

[(I)](J) If insufficient funds are available to pay all eligible students the full amount of tuition and fees calculated in subsection (4)(F) of this rule, the department may take any of the following measures to address the shortfall in order to ensure the A+ reimbursement does not exceed the appropriation:

1. Reduce the number of hours eligible for reimbursement; or

2. If projections indicate that the measure cited above is inadequate to address the funding shortfall, the department shall, as soon as may practicably be accomplished, make available for public comment a plan containing at least two (2) options to ensure that total A+ reimbursements do not exceed the appropriation. Such plan shall be distributed to all participating institutions and the department shall accept public comments on the plan for no less than thirty (30) days before publication in a CBHE board book. No plan for accommodating the additional shortfall shall be approved before it has been on the agenda of a regularly scheduled CBHE meeting and an opportunity for public comment at the CBHE meeting has been provided.

[(J)](K) The hourly tuition rate used to calculate the A+ tuition reimbursement shall not exceed the published standard per credit hour tuition rate charged by Linn State Technical College.

1. Institutions with high need programs that have tuition charges above this limit may apply to the department for a waiver of this requirement on a program-by-program basis.

2. The federal credit hour to clock hour conversion calculation will be applied to institutions with clock hour programs.

[(K)](L) Financial aid must be applied to tuition and general fees in the following order:

1. First, all available federal sources of funding; and

2. Second, A+ tuition reimbursement.

[(L)](M) Award amounts may be increased or decreased at the department's discretion based on availability of funds for distribution during the award year.

[(M)](N) A student who has been denied A+ tuition reimbursement for lack of satisfactory academic progress may not receive another A+ tuition reimbursement until the enrollment period after the applicable standard has once again been met.

[(N)](O) No A+ tuition reimbursement will be made retroactive to a previous award year. An A+ tuition reimbursement will be made retroactive to a previous semester or payment period only upon the sole discretion of the department.

[(O)](P) A+ tuition reimbursement will be made only after institutional certification of the student's eligibility and the amount of the A+ tuition reimbursement.

[(P)](Q) An eligible student's failure to provide required information by the established deadlines may result in loss of the A+ Scholarship for the period covered by the deadline.

[(Q)](R) The CBHE has the discretion to withhold payments of any A+ tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of a student or into the participation status of an institution.

[(R)](S) An eligible student may transfer the A+ Scholarship from one (1) participating institution to another without losing eligibility for assistance, but the department shall make any necessary adjustments in the amount of the award.

(5) Information Sharing Policy. All information on an individual's A+ Scholarship application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

AUTHORITY: section 160.545, RSMo Supp. 2010 and Executive Order 10-16, dated January 29, 2010. Original rule filed Feb. 17, 2011, effective Oct. 30, 2011.*

**Original authority: 160.545, RSMo 1993, amended 2002, 2008, 2009, 2010.*

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

The purpose of this agenda item is to update the CBHE about the recent activity of the MDHE guaranty agency.

Federal Loan Program Oversight and Initiatives

On April 23, 2012, MDHE staff participated on a conference call with U.S. Department of Education officials. The purpose of the call was to discuss the guaranty agency's financial and operational outlook. USDE held similar calls with all of the existing federal student loan guaranty agencies. The call was brief and USDE did not voice any concerns regarding the information the MDHE provided.

USDE performed an onsite information security review of the MDHE on May 23, 2012. The purpose of this review was to determine how effectively the MDHE protects the confidential data of its student loan borrowers. The reviewers toured the MDHE offices and the State Data Center and reviewed information security policies and practices. In the coming weeks, USDE will provide the MDHE with a written report containing recommendations for improving the MDHE's information security policies and procedures.

In late 2011, guaranty agencies, including the MDHE, submitted proposals to USDE that suggested ways to change to the current guaranty agency business model. To date, USDE has remained silent regarding when or if it intends to implement any of the proposals.

Finally, Guaranty agency staff has been closely monitoring the guaranteed loan portfolio due to a temporary "special consolidation" program implemented by USDE. Through this program, student loan borrowers who have loans in both the Federal Family Education Loan Program and the William D. Ford Federal Direct Program can combine their loans into a "Special Direct Consolidation Loan" that will be held by the federal government. Although the program has the potential to dramatically reduce the size of the MDHE portfolio by as much as a third, so far, MDHE borrowers do not appear to be taking advantage of this program in large numbers, so the impact on the guaranteed loan portfolio has been nominal. The program will end on June 30, 2012 and by September 2012 the MDHE should know the total impact of the program.

Recent Guaranty Agency Activity

The guaranty agency training services and financial literacy staff launched two series of webcasts during the month of April. The first series was created for new financial aid officers and presented several entry-level financial aid topics. The second series of webcasts related to financial literacy topics and was geared toward future and current college students. During the month of April, visitors to the MDHE website viewed the webcasts more than 30,000 times.

Coordinating Board for Higher Education
June 6, 2012

In May, the guaranty agency default prevention staff hosted the MDHE's annual Default Prevention Day during which financial aid officers from across the state met in Jefferson City to receive and share information about how to effectively prevent students from defaulting on student loans. Presenters included representatives of the Federal Reserve Bank of St. Louis, the Missouri Chamber of Commerce, and USDE. The MDHE has offered a range of financial literacy and default prevention services for more than a decade, which has helped Missouri's Cohort Default Rates stay as low as possible. The MDHE's official rate fell again from 2008 to 2009 - from 6.6 percent for 2008 to 6.3 percent for 2009 for loans guaranteed by the MDHE before July 1, 2010. This is especially significant because the national CDR rose from 7.0 percent last year to 8.8 percent for 2009.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None.

AGENDA ITEM SUMMARY

AGENDA ITEM

State Student Aid Status Report
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

Student financial aid is a substantive policy tool for the Coordinating Board and the state of Missouri in the promotion of student access and success in postsecondary education. As such, greater awareness of and appreciation for the range and scope of the programs administered by the Missouri Department of Higher Education is crucial. The intent of this agenda item is to provide the Coordinating Board with background and baseline information about the student financial assistance programs administered by the MDHE.

Program Descriptions

Dating back to the 1970s, Missouri has a long tradition of providing financial assistance to encourage its citizens to seek postsecondary education. While there are various other agencies responsible for the administration of special purpose programs, the MDHE is the focal point for most student financial aid issues.

By the conclusion of the current academic year, the MDHE will have distributed approximately \$100 million in student financial aid to more than 72,000 students. The attachments to this item provide detailed information for each of the programs administered by the department, including the number of students served and dollars awarded, by education institution and sector. Amounts reported in the attachments are incomplete because the fiscal year has not ended and institutions have not completed the process of requesting payments for all students, particularly for the A+ Scholarship. A brief description of each of the programs is provided below.

A+ Scholarship provides tuition reimbursement for eligible graduates of designated high schools to attend public community colleges, area career colleges or private career technical schools that meet the criteria outlined in statute. Eligible graduates must meet high school criteria relating to grade point average, attendance, mentoring/tutoring, and citizenship.

Access Missouri Financial Assistance Program is a need-based program designed to be simple to understand, provide predictable, portable awards and increase access to the student's school of choice. Financial eligibility is determined using the Expected Family Contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA).

Advanced Placement Incentive Grant is a nonrenewable grant designed to encourage high school students that are Access Missouri or A+ eligible to take and score well on Advanced Placement tests in mathematics and science.

Coordinating Board for Higher Education
June 6, 2012

Advantage Missouri program, established in 1998, was a loan forgiveness program designed to encourage students to enroll in postsecondary education programs leading to employment in high demand occupations. Although funding for new students was terminated in 2004-2005 and the last participating student graduated in August 2007, the loan repayment and forgiveness process continues to be required in order to complete the department's obligations under the program.

Bright Flight, the statutory title of which is the Missouri Higher Education Academic Scholarship Program, is a merit-based program that encourages top-ranked high school seniors to attend approved Missouri postsecondary schools.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant program. The MDHE received a GEAR UP grant in 2000 designed to help improve the educational attainment of Missouri citizens by providing early college preparation and awareness activities to participating students through comprehensive mentoring, counseling, outreach and other support services. The program required that 50 percent of the state's award be allocated to scholarships. The high school element of the program was completed in 2007 but the department continues to administer the scholarship component of the program.

Kids' Chance Scholarship is available to children of workers who were seriously injured or died in a work-related accident covered and compensated by workers' compensation. The MDHE partners with Kids' Chance, Inc. of Missouri, an organization that offers a similar, private scholarship, to identify eligible students.

Marguerite Ross-Barnett Memorial Scholarship is a need-based scholarship established for students who are employed while attending school part-time.

Minority and Underrepresented Environmental Literacy Scholarship is designed to assist academically talented minority and underrepresented individuals pursuing a bachelor's or master's degree in an environmental course of study.

Minority Teaching Scholarship is designed to attract academically talented minority individuals into the teaching profession. Through this program, students enrolled in approved teacher education programs receive loans to assist with educational expenses. For students who meet all of the program's obligations, the loans are forgiven through conversion to a scholarship.

Public Service Officer or Employee's Survivor Grant provides tuition assistance to certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty.

Vietnam Veteran's Survivor Grant provides up to 12 grants annually to children and spouses of Vietnam veterans who served between 1961 and 1972 and whose deaths were attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict.

Wartime Veteran's Survivors Grant provides up to 25 grants annually to children and spouses of Veterans whose deaths or injuries were a result of combat action or were attributed to an

illness that was contracted while serving in combat action, or who became 80 percent disabled as a result of injuries or accidents sustained in combat action since September 11, 2001.

Program Review

With total funding projected to again reach \$100 million, the Governor's budget recommendations and House Bill 3 as adopted reflect continued strong support for the three major state-funded student financial aid programs (Access Missouri, Bright Flight, and A+). In April, the Governor's office requested the MDHE conduct an analysis of those programs to better understand their impact on college access, student persistence, and college completion. In addition, the request solicited suggestions regarding how student aid programs can be better focused on those issues as well as post-graduation employment in Missouri. The response is due to the Governor by August 1, 2012.

MDHE financial assistance and data analysis staffs have begun meeting to design and implement the study. As the design process moves forward, there are several limitations that the study must accommodate if it is to produce useful outcomes. Among the most critical limitations is data availability. Much of the needed student level data is not available for students attending private institutions and employment and salary data are not available for all of our border states. These data gaps weaken our ability to draw conclusions across all program recipients. Additionally, Access Missouri, Bright Flight and A+ were designed at different times to serve different needs. Consequently, their impact on issues of access, persistence and employment is likely to be widely varied. A work group of senior MDHE staff have been identified to assist with definitional and other issues with broader implications.

Current plans are to finalize the study design by mid-June with the production of a draft report by mid-July. The draft will be shared with the CBHE State Student Financial Aid Committee for review and comment before the report is finalized for transmittal to the Governor.

Conclusion

Through the Missouri Department of Higher Education (MDHE), the Coordinating Board for Higher Education is responsible for the administration of 13 state-funded student financial aid programs. These programs provide a valuable and substantial resource for Missouri citizens as they further their education beyond high school. It is clear these programs, as well as others that may follow, will continue to be important to the Coordinating Board's fulfillment of its strategic goals and objectives.

STATUTORY REFERENCE

Section 160.545, RSMo, A+ Scholarship

Section 161.415, RSMo, Minority Teaching Scholarship Program

Section 173.234, RSMo, Wartime Veteran's Survivors Grant

Section 173.235, RSMo, Vietnam Veteran's Survivor Grant

Section 173.240, RSMo, Minority and Underrepresented Environmental Literacy Program

Section 173.250, RSMo, Higher Education Academic Scholarship

Coordinating Board for Higher Education
June 6, 2012

Section 173.254, RSMo, Kids' Chance Scholarship
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant
Section 173.262, RSMo, Marguerite Ross-Barnett Memorial Scholarship
Section 173.1101, RSMo, Access Missouri Financial Assistance Program
Section 173.1350, RSMo, Advanced Placement Incentive Grant

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A: 2011-2012 A+, Access, Bright Flight and Ross-Barnett Payment Table

Attachment B: 2011-2012 Survivor Programs Payment Table

Attachment C: 2011-2012 GEAR UP, Minority Programs and AP Incentive Payment Table

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2011-2012 Payment Table
As of May 17, 2012

	A + Scholarship Program		Access Missouri Scholarship Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		All Programs Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Public Four-Year Colleges										
Harris-Stowe State University	0	\$0.00	345	\$258,100.00	0	\$0.00	0	\$0.00	345	\$258,100.00
Missouri Southern State University	0	\$0.00	1,442	\$1,235,980.00	51	\$86,625.00	1	\$1,956.00	1,494	\$1,324,561.00
Missouri Western State University	0	\$0.00	1,762	\$1,504,760.00	27	\$44,625.00	0	\$0.00	1,789	\$1,549,385.00
Sector Subtotal:	0	\$0.00	3,549	\$2,998,840.00	78	\$131,250.00	1	\$1,956.00	3,628	\$3,132,046.00
Comprehensive Universities										
Missouri State University	0	\$0.00	4,853	\$4,361,290.00	517	\$848,750.00	4	\$8,148.00	5,374	\$5,218,188.00
Missouri State University - West Plains	259	\$370,162.50	347	\$121,216.00	2	\$2,625.00	0	\$0.00	608	\$494,003.50
Northwest Missouri State University	0	\$0.00	1,695	\$1,597,458.00	68	\$110,250.00	0	\$0.00	1,763	\$1,707,708.00
Southeast Missouri State University	0	\$0.00	3,044	\$2,748,737.00	157	\$265,125.00	0	\$0.00	3,201	\$3,013,862.00
University of Central Missouri	0	\$0.00	2,808	\$2,574,373.00	98	\$166,250.00	0	\$0.00	2,906	\$2,740,623.00
Sector Subtotal:	259	\$370,162.50	12,747	\$11,403,074.00	842	\$1,393,000.00	4	\$8,148.00	13,852	\$13,174,384.50
Statewide Liberal Arts										
Truman State University	0	\$0.00	1,471	\$1,441,525.00	904	\$1,526,320.00	1	\$1,569.60	2,376	\$2,969,414.60
Sector Subtotal:	0	\$0.00	1,471	\$1,441,525.00	904	\$1,526,320.00	1	\$1,569.60	2,376	\$2,969,414.60
1890 Land-Grant University										
Lincoln University	0	\$0.00	646	\$550,479.00	3	\$3,500.00	0	\$0.00	649	\$553,979.00
Sector Subtotal:	0	\$0.00	646	\$550,479.00	3	\$3,500.00	0	\$0.00	649	\$553,979.00
1862 Land-Grant University										
Missouri University of Science and Technology	0	\$0.00	1,424	\$1,272,782.00	871	\$1,377,250.00	0	\$0.00	2,295	\$2,650,032.00
University of Missouri - Saint Louis	0	\$0.00	1,789	\$1,541,725.00	88	\$133,875.00	18	\$40,232.40	1,895	\$1,715,832.40
University of Missouri-Columbia	0	\$0.00	5,351	\$5,054,752.00	1,900	\$3,167,832.00	2	\$6,278.40	7,253	\$8,228,862.40
University of Missouri-Kansas City	0	\$0.00	1,642	\$1,458,935.00	286	\$477,500.00	1	\$3,084.00	1,929	\$1,939,519.00
Sector Subtotal:	0	\$0.00	10,206	\$9,328,194.00	3,145	\$5,156,457.00	21	\$49,594.80	13,372	\$14,534,245.80
Public Two-Year										
Clinton Technical School	2	\$4,317.50	14	\$3,150.00	0	\$0.00	0	\$0.00	16	\$7,467.50
Crowder College	441	\$524,502.23	780	\$274,055.00	1	\$1,750.00	4	\$3,504.00	1,226	\$803,811.23
East Central College	572	\$605,910.00	704	\$248,632.00	8	\$12,250.00	67	\$46,134.00	1,351	\$912,926.00
Jefferson College	649	\$844,300.00	896	\$296,531.00	6	\$8,750.00	0	\$0.00	1,551	\$1,149,581.00
Kirkville Area Technical Center	7	\$19,031.00	15	\$6,690.00	0	\$0.00	0	\$0.00	22	\$25,721.00
Metropolitan Community College	1,946	\$2,777,256.00	1,622	\$589,984.00	21	\$34,125.00	0	\$0.00	3,589	\$3,401,365.00
Metropolitan Community Colleges-Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community Colleges-Maple Woods	0	\$0.00	0	\$0.00	1	\$1,750.00	0	\$0.00	1	\$1,750.00
Mineral Area College	413	\$502,682.00	625	\$221,733.00	1	\$1,750.00	0	\$0.00	1,039	\$726,165.00
Moberly Area Community College	641	\$860,381.00	1,091	\$397,362.00	3	\$2,625.00	0	\$0.00	1,735	\$1,260,368.00
North Central Missouri College	218	\$486,701.00	459	\$164,460.00	1	\$875.00	0	\$0.00	678	\$652,036.00
Ozarks Technical Community College	1,842	\$3,973,411.53	2,566	\$876,840.00	11	\$15,750.00	4	\$5,193.00	4,423	\$4,871,194.53
Pemiscot County Vocational School of Practical Nursin	1	\$2,477.00	6	\$2,370.00	0	\$0.00	0	\$0.00	7	\$4,847.00
South Central Career Center	8	\$21,433.00	39	\$8,970.00	0	\$0.00	0	\$0.00	47	\$30,403.00
St. Charles Community College	1,189	\$2,138,479.10	796	\$247,360.00	13	\$19,250.00	0	\$0.00	1,998	\$2,405,089.10
St. Louis Community College-Florissant Valley	167	\$280,047.00	1,453	\$398,791.00	13	\$15,750.00	0	\$0.00	1,633	\$694,588.00
St. Louis Community College-Forest Park	74	\$143,499.00	1	\$255.00	0	\$0.00	0	\$0.00	75	\$143,754.00
St. Louis Community College-Meramec	857	\$1,634,553.60	0	\$0.00	11	\$14,000.00	0	\$0.00	868	\$1,648,553.60
St. Louis Community College-Wildwood	147	\$278,892.30	3	\$457.00	1	\$1,750.00	0	\$0.00	151	\$281,099.30
State Fair Community College	530	\$1,044,564.50	732	\$282,176.00	0	\$0.00	0	\$0.00	1,262	\$1,326,740.50
Three Rivers Community College	220	\$461,514.00	649	\$216,398.00	4	\$5,250.00	0	\$0.00	873	\$683,162.00
Warrensburg Area Career Center	6	\$30,401.00	16	\$6,915.00	0	\$0.00	0	\$0.00	22	\$37,316.00
Sector Subtotal:	9,930	\$16,634,352.76	12,467	\$4,243,129.00	95	\$135,625.00	75	\$54,831.00	22,567	\$21,067,937.76
Public Two-Year Technical College										
Linn State Technical College	513	\$2,438,628.84	242	\$183,133.00	1	\$1,750.00	0	\$0.00	756	\$2,623,511.84
Sector Subtotal:	513	\$2,438,628.84	242	\$183,133.00	1	\$1,750.00	0	\$0.00	756	\$2,623,511.84

	A + Scholarship Program		Access Missouri Scholarship Program		Bright Flight Scholarship Program		Barnett Memorial Scholarship Program		All Programs Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Independent Universities										
Saint Louis University	0	\$0.00	961	\$1,942,370.00	368	\$629,125.00	1	\$3,139.20	1,330	\$2,574,634.20
Washington University in St. Louis	0	\$0.00	135	\$274,815.00	376	\$639,301.20	15	\$48,657.60	526	\$962,773.80
Sector Subtotal:	0	\$0.00	1,096	\$2,217,185.00	744	\$1,268,426.20	16	\$51,796.80	1,856	\$3,537,408.00
Other Independent Four-Year										
Avila University	0	\$0.00	269	\$536,630.00	5	\$7,875.00	0	\$0.00	274	\$544,505.00
Central Methodist University	0	\$0.00	873	\$1,633,960.00	11	\$19,250.00	0	\$0.00	884	\$1,653,210.00
College of the Ozarks	0	\$0.00	587	\$625,731.00	11	\$17,500.00	1	\$3,924.00	599	\$647,155.00
Columbia College	0	\$0.00	2,233	\$3,862,530.00	18	\$28,000.00	0	\$0.00	2,251	\$3,890,530.00
Culver-Stockton College	0	\$0.00	229	\$471,248.00	2	\$3,500.00	0	\$0.00	231	\$474,748.00
Drury University	0	\$0.00	1,327	\$2,503,995.00	131	\$220,500.00	6	\$15,408.00	1,464	\$2,739,903.00
Fontbonne University	0	\$0.00	372	\$684,306.50	16	\$24,500.00	0	\$0.00	388	\$708,806.50
Hannibal-LaGrange University	0	\$0.00	280	\$537,790.00	6	\$9,625.00	0	\$0.00	286	\$547,415.00
Lindenwood University	0	\$0.00	2,134	\$4,020,452.00	101	\$166,250.00	0	\$0.00	2,235	\$4,186,702.00
Maryville University of Saint Louis	0	\$0.00	503	\$996,950.00	43	\$74,375.00	16	\$61,214.40	562	\$1,132,539.40
Missouri Baptist University	0	\$0.00	501	\$953,220.00	14	\$22,750.00	0	\$0.00	515	\$975,970.00
Missouri Valley College	0	\$0.00	513	\$1,006,835.00	5	\$7,875.00	0	\$0.00	518	\$1,014,710.00
Park University	0	\$0.00	481	\$888,780.00	8	\$12,250.00	1	\$1,569.60	490	\$902,599.60
Rockhurst University	0	\$0.00	335	\$683,435.00	61	\$106,750.00	0	\$0.00	396	\$790,185.00
Southwest Baptist University	0	\$0.00	791	\$1,518,486.00	61	\$101,500.00	0	\$0.00	852	\$1,619,986.00
Stephens College	0	\$0.00	193	\$377,903.00	4	\$7,000.00	0	\$0.00	197	\$384,903.00
Webster University	0	\$0.00	819	\$1,596,787.00	67	\$105,000.00	10	\$25,898.40	896	\$1,727,685.40
Westminster College	0	\$0.00	284	\$584,915.00	54	\$90,125.00	0	\$0.00	338	\$675,040.00
William Jewell College	0	\$0.00	237	\$474,138.00	61	\$102,594.00	0	\$0.00	298	\$576,732.00
William Woods University	0	\$0.00	224	\$427,255.00	9	\$15,750.00	0	\$0.00	233	\$443,005.00
Sector Subtotal:	0	\$0.00	13,185	\$24,385,346.50	688	\$1,142,969.00	34	\$108,014.40	13,907	\$25,636,329.90
Independent Two-Year										
Cottey College	0	\$0.00	26	\$48,955.00	0	\$0.00	0	\$0.00	26	\$48,955.00
Wentworth Military Academy and Junior College	0	\$0.00	83	\$150,320.00	0	\$0.00	0	\$0.00	83	\$150,320.00
Sector Subtotal:	0	\$0.00	109	\$199,275.00	0	\$0.00	0	\$0.00	109	\$199,275.00
Independent Institutions for Art & Music										
Kansas City Art Institute	0	\$0.00	161	\$332,565.00	9	\$15,750.00	0	\$0.00	170	\$348,315.00
Sector Subtotal:	0	\$0.00	161	\$332,565.00	9	\$15,750.00	0	\$0.00	170	\$348,315.00
Professional/Technical										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College	0	\$0.00	108	\$180,100.00	1	\$875.00	0	\$0.00	109	\$180,975.00
Boonslick Technical Education Center	4	\$9,701.00	14	\$5,700.00	0	\$0.00	0	\$0.00	18	\$15,401.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	5	\$19,489.00	53	\$23,295.00	0	\$0.00	0	\$0.00	58	\$42,784.00
Career & Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	2	\$3,158.00	11	\$5,280.00	0	\$0.00	0	\$0.00	13	\$8,438.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	6	\$30,902.00	27	\$11,880.00	0	\$0.00	0	\$0.00	33	\$42,782.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Davis H. Hart Career Center	8	\$20,302.50	0	\$0.00	0	\$0.00	0	\$0.00	8	\$20,302.50
Eldon Career Center	4	\$12,075.77	13	\$2,505.00	0	\$0.00	0	\$0.00	17	\$14,580.77
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	4	\$17,446.00	9	\$4,065.00	0	\$0.00	0	\$0.00	13	\$21,511.00
Franklin Technology Center	7	\$29,095.00	35	\$15,855.00	0	\$0.00	0	\$0.00	42	\$44,950.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	15	\$58,655.00	36	\$15,600.00	0	\$0.00	0	\$0.00	51	\$74,255.00
Hannibal Career and Technical Center	2	\$7,822.00	7	\$2,055.00	0	\$0.00	0	\$0.00	9	\$9,877.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	205	\$594,011.95	46	\$20,115.00	0	\$0.00	0	\$0.00	251	\$614,126.95
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lamar Area Voc. Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology & Career Center	3	\$4,973.00	22	\$4,860.00	0	\$0.00	0	\$0.00	25	\$9,833.00

	A + Scholarship Program		Access Missouri Scholarship Program		Bright Flight Scholarship Program		Barnett Memorial Scholarship Program		All Programs Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Lester E. Cox Medical Center/Cox College	0	\$0.00	155	\$266,875.00	0	\$0.00	0	\$0.00	155	\$266,875.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical Center	4	\$30,629.00	22	\$9,945.00	0	\$0.00	0	\$0.00	26	\$40,574.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nevada Regional Technical Center	1	\$5,014.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$5,014.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	22	\$93,290.00	21	\$8,880.00	0	\$0.00	0	\$0.00	43	\$102,170.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	6	\$33,073.00	10	\$4,140.00	0	\$0.00	0	\$0.00	16	\$37,213.00
Northwest Technical School	3	\$7,200.00	1	\$480.00	0	\$0.00	0	\$0.00	4	\$7,680.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Perryville Area Car & Tech Center	2	\$4,032.00	0	\$0.00	0	\$0.00	0	\$0.00	2	\$4,032.00
Pike-Lincoln Technical Center	6	\$20,689.17	20	\$8,715.00	0	\$0.00	0	\$0.00	26	\$29,404.17
Poplar Bluff Technical Career Center	13	\$30,630.50	37	\$15,945.00	0	\$0.00	0	\$0.00	50	\$46,575.50
Ranken Technical College	72	\$244,337.00	286	\$510,480.00	0	\$0.00	0	\$0.00	358	\$754,817.00
Research College of Nursing	0	\$0.00	10	\$21,470.00	2	\$3,500.00	0	\$0.00	12	\$24,970.00
Rolla Technical Institute/Center	50	\$254,837.50	39	\$15,547.50	0	\$0.00	0	\$0.00	89	\$270,385.00
Saint Luke's College	0	\$0.00	20	\$41,325.00	0	\$0.00	0	\$0.00	20	\$41,325.00
Saline County Career Center	1	\$5,215.00	19	\$8,610.00	0	\$0.00	0	\$0.00	20	\$13,825.00
Sikeston Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Missouri Hospital College of Nursing and Health	0	\$0.00	67	\$89,290.00	1	\$875.00	8	\$13,341.60	76	\$103,506.60
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	112	\$234,745.00	45	\$77,875.00	0	\$0.00	157	\$312,620.00
Texas County Technical College	0	\$0.00	64	\$120,535.00	0	\$0.00	7	\$27,559.80	71	\$148,094.80
Unitec Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Career Center	0	\$0.00	16	\$6,660.00	0	\$0.00	0	\$0.00	16	\$6,660.00
Sector Subtotal:	445	\$1,536,578.39	1,280	\$1,654,952.50	49	\$83,125.00	15	\$40,901.40	1,789	\$3,315,557.29
Program Total² :	11,147	\$20,979,722.49	57,159	\$58,937,698.00	6,558	\$10,858,172.20	167	\$316,812.00	75,031	\$91,092,404.69
Unduplicated Student Count by Program³ :	11,080		56,831		6,532		167			
							Total Unduplicated Student Count⁴ :		71,968	

1 - Students: The student counts in this column contain duplication when students received payment under more than one program.

2 - Program Total: The student counts in this row contain duplication when transfer students received payment for a program at more than one institution. The student count at the intersection of the Students column beneath the All Programs Total Header and the Program Total row contains duplication when students received payments for more than one program and/or at more than one institution.

3 - Unduplicated Student Count by Program: The student counts in this row include a student only once for each program, even if they were paid at more than one institution.

4 - Total Unduplicated Student Count: The student count in this row is for all programs and includes a student only once, even if they were paid for more than one program and/or at more than one institution.

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program	Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars	
	Students	Dollars	Students	Dollars	Students	Dollars	Students			Dollars
PUBLIC FOUR-YEAR COLLEGES										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Western State University	1	\$2,700.00	3	\$9,893.44	2	\$9,609.24	0	\$0.00	6	\$22,202.68
Sector Subtotal	1	\$2,700.00	3	\$9,893.44	2	\$9,609.24	0	\$0.00	6	\$22,202.68
COMPREHENSIVE UNIVERSITIES										
University of Central Missouri	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri State University	0	\$0.00	2	\$5,947.20	0	\$0.00	1	\$13,173.00	3	\$19,120.20
Southeast Missouri State University	1	\$2,700.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,700.00
Missouri State University	1	\$1,350.00	2	\$10,868.00	0	\$0.00	0	\$0.00	3	\$12,218.00
Missouri State Univ.-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	2	\$4,050.00	4	\$16,815.20	0	\$0.00	1	\$13,173.00	7	\$34,038.20
STATEWIDE LIBERAL ARTS										
Truman State University	0	\$0.00	1	\$6,278.40	0	\$0.00	0	\$0.00	1	\$6,278.40
Sector Subtotal	0	\$0.00	1	\$6,278.40	0	\$0.00	0	\$0.00	1	\$6,278.40
1890 LAND-GRANT UNIVERSITY										
Lincoln University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
1862 LAND-GRANT										
University of Missouri-Columbia	1	\$2,700.00	3	\$18,835.20	0	\$0.00	1	\$12,381.68	5	\$33,916.88
University of Missouri-Kansas City	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri University of Science and Technology	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
University of Missouri-St. Louis	0	\$0.00	1	\$3,139.20	0	\$0.00	0	\$0.00	1	\$3,139.20
Sector Subtotal	1	\$2,700.00	4	\$21,974.40	0	\$0.00	1	\$12,381.68	6	\$37,056.08
PUBLIC TWO-YEAR										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	1	\$2,350.00	0	\$0.00	0	\$0.00	1	\$2,350.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	2	\$14,730.00	2	\$14,730.00

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

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	Students	Dollars	Students	Dollars	Students	Dollars	Students			Dollars
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community Colleges	1	\$1,350.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$1,350.00
Mineral Area College	1	\$2,700.00	1	\$1,044.00	0	\$0.00	0	\$0.00	2	\$3,744.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	2	\$4,050.00	2	\$3,394.00	0	\$0.00	2	\$14,730.00	6	\$22,174.00
PUBLIC TWO-YEAR TECHNICAL COLLEGE										
Linn State Technical College	0	\$0.00	1	\$3,576.00	0	\$0.00	0	\$0.00	1	\$3,576.00
Sector Subtotal	0	\$0.00	1	\$3,576.00	0	\$0.00	0	\$0.00	1	\$3,576.00
INDEPENDENT UNIVERSITIES										
Saint Louis University	0	\$0.00	2	\$9,417.60	0	\$0.00	0	\$0.00	2	\$9,417.60
Washington University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	2	\$9,417.60	0	\$0.00	0	\$0.00	2	\$9,417.60
OTHER INDEPENDENT FOUR-YEAR										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	0	\$0.00	0	\$0.00	1	\$5,444.00	0	\$0.00	1	\$5,444.00
Webster University	1	\$1,350.00	1	\$3,139.20	0	\$0.00	0	\$0.00	2	\$4,489.20
Westminster College	1	\$2,700.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,700.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	1	\$2,700.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,700.00
Sector Subtotal	3	\$6,750.00	1	\$3,139.20	1	\$5,444.00	0	\$0.00	5	\$15,333.20
INDEPENDENT TWO-YEAR										
Cottey College									0	\$0.00
Wentworth Military Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT INSTITUTIONS FOR ART & MUSIC										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
PROFESSIONAL/TECHNICAL										
Boonslick Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester L. Cox College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Mo Hospital School of Nursing/Health Sci	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Area Technical Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology and Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
GRAND TOTAL	9	\$20,250.00	18	\$74,488.24	3	\$15,053.24	4	\$40,284.68	34	\$150,076.16

17 unduplicated

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant			
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Total Students	Total Dollars
PUBLIC FOUR-YEAR COLLEGES										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Missouri Western State University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Sector Subtotal	0	\$0.00	2	\$4,000.00	0	\$0.00	0	\$0.00	2	\$4,000.00
COMPREHENSIVE UNIVERSITIES										
University of Central Missouri	2	\$5,900.00	4	\$8,000.00	0	\$0.00	0	\$0.00	6	\$13,900.00
Northwest Missouri State University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Southeast Missouri State University	0	\$0.00	0	\$0.00	1	\$2,665.00	0	\$0.00	1	\$2,665.00
Missouri State University	1	\$2,950.00	1	\$1,000.00	1	\$2,665.00	2	\$1,000.00	3	\$6,615.00
Missouri State Univ.-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	3	\$8,850.00	6	\$11,000.00	2	\$5,330.00	2	\$1,000.00	13	\$26,180.00
STATEWIDE LIBERAL ARTS										
Truman State University	2	\$11,800.00	2	\$4,000.00	0	\$0.00	12	\$6,000.00	4	\$15,800.00
Sector Subtotal	2	\$11,800.00	2	\$4,000.00	0	\$0.00	12	\$6,000.00	16	\$21,800.00
1890 LAND-GRANT UNIVERSITY										
Lincoln University	1	\$5,900.00	1	\$2,000.00	0	\$0.00	0	\$0.00	2	\$7,900.00
Sector Subtotal	1	\$5,900.00	1	\$2,000.00	0	\$0.00	0	\$0.00	2	\$7,900.00
1862 LAND-GRANT										
University of Missouri-Columbia	1	\$5,900.00	0	\$0.00	4	\$10,660.00	20	\$10,000.00	5	\$16,560.00
University of Missouri-Kansas City	2	\$8,850.00	5	\$10,000.00	0	\$0.00	0	\$0.00	7	\$18,850.00
Missouri University of Science and Technology	1	\$5,900.00	0	\$0.00	3	\$6,662.50	19	\$9,500.00	4	\$12,562.50
University of Missouri-St. Louis	1	\$2,950.00	1	\$2,000.00	0	\$0.00	0	\$0.00	2	\$4,950.00
Sector Subtotal	5	\$23,600.00	6	\$12,000.00	7	\$17,322.50	39	\$19,500.00	57	\$72,422.50
PUBLIC TWO-YEAR										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community Colleges	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
PUBLIC TWO-YEAR TECHNICAL COLLEGE										
Linn State Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT UNIVERSITIES										
Saint Louis University	1	\$5,900.00	1	\$2,000.00	2	\$5,330.00	0	\$0.00	4	\$13,230.00
Washington University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	1	\$5,900.00	1	\$2,000.00	2	\$5,330.00	0	\$0.00	4	\$13,230.00
OTHER INDEPENDENT FOUR-YEAR										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Missouri Valley College	2	\$11,800.00	1	\$1,000.00	0	\$0.00	0	\$0.00	3	\$12,800.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	3	\$14,750.00	0	\$0.00	0	\$0.00	0	\$0.00	3	\$14,750.00
Westminster College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	5	\$26,550.00	2	\$3,000.00	0	\$0.00	0	\$0.00	7	\$29,550.00
INDEPENDENT TWO-YEAR										
Cottey College			0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Wentworth Military Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Student Financial Assistance Programs
2011-2012 Payment Table as of May 16, 2012

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
INDEPENDENT INSTITUTIONS FOR ART & MUSIC										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
PROFESSIONAL/TECHNICAL										
Boonslick Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester L. Cox College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Mo Hospital School of Nursing/Health Sci	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Area Technical Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology and Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
GRAND TOTAL	17	\$82,600.00	20	\$38,000.00	11	\$27,982.50	53	\$26,500.00	101	\$175,082.50

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
 Coordinating Board for Higher Education
 June 6, 2012

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the April 5, 2012, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

The following tables summarize the proposed program actions submitted to the CBHE in the attachment to this agenda item.

PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	4	4	2	2	12
Inactivated	1	0	0	1	2
Other Program Changes*	3	9	8	9	29
New	2	4	1	3	10
Off-site	0	1	1	2	4
Programs Withdrawn	0	0	0	0	0

* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	0	0	0
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	1	1	2
New	0	0	5	4	9
Off-site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

Change of Location

1. Northwest Missouri State University has moved campus operations for Northwest St. Joseph Center from 706 Felix Street St. Joseph, Missouri 64501 to the following location:

Northwest St. Joseph Center
3500 North Village Drive
St. Joseph, Missouri 64506

2. State Fair Community College will move campus operations for Boonslick Technical Education Center from 1964 West Ashley Drive Boonville, Missouri 65233 to the following location:

SFCC-Boonville
701 Third Street
Boonville, Missouri 65233

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.

ATTACHMENTS

Attachment A - Academic Program Actions

ACADEMIC PROGRAM ACTIONS

Under RSMo 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in Missouri are subject to an approval process similar to that for Missouri's public institutions of higher education. The CBHE must approve all programs before they are offered in Missouri.

I. Programs Discontinued

Jefferson College

1. Current program:

AAS, Electronic Technology
 Electronics Technology
 Robotics & Automation Technology
 Telecommunications Technology

Approved changes:

Delete options
 Electronics Technology
 Robotics & Automation Technology
 Telecommunications Technology

Program as changed:

AAS, Electronic Technology
 Electronics Technology (*deleted*)
 Robotics & Automation Technology (*deleted*)
 Telecommunications Technology (*deleted*)

Lincoln University

1. Current program:

AAS, CIS / Network Administration

Approved change:

Delete program

Program as changed:

AAS, CIS / Network Administration (*deleted*)

Northwest Missouri State University

1. Current program:

BS, Agricultural Economics

Approved change:

Delete program

Program as changed:
BS, Agricultural Economics (*deleted*)

2. Current program:
MSEd, Music

Approved change:
Delete program

Program as changed:
MSEd, Music (*deleted*)

St. Charles Community College

1. Current program:
C1, Advanced Networking

Approved change:
Delete program

Program as changed:
C1, Advanced Networking (*deleted*)

St. Louis Community College

1. Current program:
C1, Fine Arts Studio

Approved change:
Delete program

Program as changed:
C1, Fine Arts Studio (*deleted*)

2. Current program:
C0, Multimedia

Approved change:
Delete program

Program as changed:
C0, Multimedia (*deleted*)

3. Current program:
AAS, Manufacturing Technology

Approved change:
Delete program

Coordinating Board for Higher Education
June 6, 2012

Program as changed:
AAS, Manufacturing Technology (*deleted*)

4. Current program:
AAS, Robotics Technology

Approved change:
Delete program

Program as changed:
AAS, Robotics Technology (*deleted*)

5. Current program:
C1, Baking and Pastry Arts

Approved change:
Delete program

Program as changed:
C1, Baking and Pastry Arts (*deleted*)

University of Missouri –Kansas City

1. Current program:
BHS, Health Science
 Urban Engagement

Approved change:
Delete option in Urban Engagement

Program as changed:
BHS, Health Science
 Urban Engagement (*deleted*)

University of Missouri – St. Louis

1. Current program:
GRCT, Long Term Care Administration

Approved change:
Delete certificate

Program as changed:
GRCT, Long Term Care Administration (*deleted*)

II. Inactivated Programs

Crowder College

1. Current program:

One-year Certificate (C1), Fire Science

Approved change:

Place program on inactive status

Program as changed:

One-year Certificate (C1), Fire Science (*inactivated*)

Northwest Missouri State University

1. Current program:

MSEd, Teaching Secondary
Individually Designed Program
Teaching English
Teaching History
Teaching Instructional Technology
Teaching Mathematics
Teaching Music
Teaching Science
Teaching Secondary Agricultural Education

Approved changes:

Inactivate option in Teaching Music

Program as changed:

MSEd, Teaching Secondary
Individually Designed Program
Teaching English
Teaching History
Teaching Instructional Technology
Teaching Mathematics
Teaching Music (*inactivated*)
Teaching Science
Teaching Secondary Agricultural education

III. Approved Changes in Academic Programs

Crowder College

1. Current program:

N/A

Approved change:

Free-standing single-semester certificate (C0), Autism Assistant (*for delivery on main campus, Crowder College Moss Center, Nevada, Missouri; Crowder College Watley Center, Cassville, Missouri; and Webb City Center*)

Coordinating Board for Higher Education

June 6, 2012

Program as changed:

C0, Autism Assistant (*for delivery on main campus, Crowder College Moss Center, Nevada, Missouri; Crowder College Watley Center, Cassville, Missouri; and Webb City Center*)

2. Current program:

AAS, Agri-business Technology

Approved changes:

Addition of options to approved existing parent degree

Agronomy

Horticulture

Livestock Production

Marketing & Management

Program as changed:

AAS, Agri-business Technology

Agronomy

Horticulture

Livestock Production

Marketing & Management

3. Current program:

AAS, Construction Technology

Approved changes:

Change title of program to Energy Efficient Building Technology

Add options to approved existing parent degree

Alternative Technologies

Construction Management

General Construction

Program as changed:

AAS, Energy Efficient Building Technology

Alternative Technologies

Construction Management

General Construction

4. Current program:

AAS, Manufacturing Technology

Manufacturing Automation / Robotics Technician, Adv.

Manufacturing Maintenance Technician, Adv.

Approved change:

One-year certificate (C1), Automation / Robotics Technician program developed from approved existing parent degree

Coordinating Board for Higher Education

June 6, 2012

Programs as changed:

AAS, Manufacturing Technology

Manufacturing Automation / Robotics Technician, Adv.

Manufacturing Maintenance Technician, Adv.

C1, Automation / Robotics Technician

5. Current program:

AS, Pre-Engineering Alternative Energy (*for delivery on main campus, Crowder College Moss Center, Nevada, Missouri; Crowder College Watley Center, Cassville, Missouri; and Webb City Center*)

Approved changes:

Create AS, Pre-Engineering program combined from closely allied existing program

Programs as changed:

AS, Pre-Engineering (*for delivery on main campus, Crowder College Moss Center, Nevada, Missouri; Crowder College Watley Center, Cassville, Missouri; and Webb City Center*)

AS, Pre-Engineering

Alternative Energy (*for delivery on main campus, Crowder College Moss Center, Nevada, Missouri; Crowder College Watley Center, Cassville, Missouri; and Webb City Center*)

Lincoln University

1. Current program:

BS, Mathematics

Approved changes:

Add options

Applied

Classical

Computer Science

Program as changed:

BS, Mathematics

Applied

Classical

Computer Science

2. Current program:

AAS, Computer Science

Approved changes:

Add options

Computer Information Science

Computer Science

Coordinating Board for Higher Education

June 6, 2012

Program as changed:
AAS, Computer Science
 Computer Information Science
 Computer Science

Linn State Technical College

1. Current program:

AAS, Medium / Heavy Truck Technology

Approved changes:
Add options in
 General
 Heartland International Dealers Association

Program as changed:
AAS, Medium / Heavy Truck Technology
 General
 Heartland International Dealers Association

Northwest Missouri State University

1. Current program

MA, English

Approved changes:
Add options in
 General
 English Pedagogy

Program as changed:
MA, English
 General
 English Pedagogy

Southeast Missouri State University

1. Current program:

BSEd, Business & Marketing Education

Approved change:
Change title of program to Business Education

Program as changed:
BSEd, Business Education

2. Current program:

MS, Criminal Justice

Coordinating Board for Higher Education
June 6, 2012

Capstone Seminar
Comprehensive Examination
Internship
Thesis

Approved changes:

Add options in

Community Policing Administration
Criminal Justice Administration

Program as changed:

MS, Criminal Justice

Capstone Seminar
Community Policing Administration
Comprehensive Examination
Criminal Justice Administration
Internship
Thesis

3. Current program:

MA, English

Approved changes:

Add options in

English Studies
Professional Writing

Program as changed:

MA, English

English Studies
Professional Writing

4. Current program:

BS, Criminal Justice

Corrections
Law Enforcement

Approved change:

Add option in

Criminology

Program as changed:

BS, Criminal Justice

Corrections
Criminology
Law Enforcement

Coordinating Board for Higher Education
June 6, 2012

St. Charles Community College

1. Current program:

AAS, Computer Science
 Business Computing
 Database Management
 Management Information Systems
 Multimedia Authoring
 Networking
 Programming
 Telecommunications

Approved changes:

Delete options in
 Business Computing
 Telecommunications

Add option in Network Security

Program as changed:

AAS, Computer Science
 Business Computing (*deleted*)
 Database Management
 Management Information Systems
 Multimedia Authoring
 Networking
 Network Security
 Programming
 Telecommunications (*deleted*)

Three Rivers Community College

1. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Global Studies (*for delivery at main campus as well as Malden, Sikeston, Kennett and Dexter*)

Program as changed:

C0, Global Studies (*for delivery at main campus as well as Malden, Sikeston, Kennett and Dexter*)

2. Current program:

AAS, Microcomputer Support Technology

Approved change:

Change title of program to Network Administration

Coordinating Board for Higher Education
June 6, 2012

Program as changed:
AAS, Network Administration

University of Central Missouri

1. Current program:

BS, Engineering Technology

Approved changes:

Add options in

- Civil Engineering Technology
- Electronics Engineering Technology
- Industrial Engineering Technology
- Mechanical Engineering Technology (Product Design)

Program as changed:

BS, Engineering Technology

- Civil Engineering Technology
- Electronics Engineering Technology
- Industrial Engineering Technology
- Mechanical Engineering Technology (Product Design)

2. Current program:

BS, Technology (Transfer Program)

Approved changes:

Add options in

- Construction
- Electronics
- Management
- Manufacturing
- Quality Systems
- Virtual Media

Program as changed:

BS, Technology (Transfer Program)

- Construction
- Electronics
- Management
- Manufacturing
- Quality Systems
- Virtual Media

3. Current program:

BS, Technology

Approved changes:

Create BS, Innovative Technology combined from closely allied existing programs

Add options in

- Production Management
- Product Research & Development
- Robotics & Automation

Programs as changed:

- BS, Innovative Technology
- Production Management
- Product Research & Development
- Robotics & Automation

4. Current program:

MS, Social Gerontology

Approved change:

Graduate certificate (GRCT), Social Gerontology

Program as changed:

- MS, Social Gerontology
- GRCT, Social Gerontology

5. Current program

BA, Cooperative Engineering 3-2

Approved change:

Create BA, Cooperative Engineering 2-2 option combined out of closely allied existing programs

Programs as changed:

- BA, Cooperative Engineering
- 2-2

6. Current program:

BS, Photography

Approved change:

Change title of program to Professional Photography

Program as changed:

- BS, Professional Photography

University of Missouri – Columbia

1. Current program:

N/A

Coordinating Board for Higher Education
June 6, 2012

Approved change:

Free-standing single-semester graduate certificate (GRCT), Teaching English to Speakers of Other Languages (TESOL)

Program as changed:

GRCT, Teaching English to Speakers of Other Languages (TESOL)

2. Current program:

N/A

Approved change:

Free-standing single-semester graduate certificate (GRCT), Financial and Housing Counseling

Program as changed:

GRCT, Financial and Housing Counseling

University of Missouri – Kansas City

1. Current program:

MSN (*delivered off-site at Missouri Western State University and Missouri Southern State University*)

Approved changes:

Add options from existing main campus degree program in

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse Educator
- Nurse Leader
- Pediatric Nurse Practitioner
- Women's Health Nurse Practitioner

Program as changed:

MSN (*delivered off-site at Missouri Western State University and Missouri Southern State University*)

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse Educator
- Nurse Leader
- Pediatric Nurse Practitioner
- Women's Health Nurse Practitioner

2. Current program:

N/A

Coordinating Board for Higher Education
June 6, 2012

Approved change:
Graduate Certificate (GRCT), Community College Leadership (*online collab. with University of Missouri-St. Louis*)

Program as changed:
GRCT, Community College Leadership (*online collab. with University of Missouri-St. Louis*)

University of Missouri- St. Louis

1. Current program:

N/A

Approved change:
Addition of free-standing single- semester graduate certificate (GRCT), History Education

Program as changed:
GRCT, History Education

2. Current program:

MA, English
 American Literature
 English Literature
 Linguistics

Approved changes:
Delete options in
 American Literature
 English Literature
 Linguistics

Add options in
 Literature
 Writing Studies

Program as changed:
MA, English
 American Literature (*deleted*)
 English Literature (*deleted*)
 Linguistics (*deleted*)
 Literature
 Writing Studies

3. Current program:

N/A

Approved change:
Graduate Certificate (GRCT), Community College Leadership (*online collab. with University*

Coordinating Board for Higher Education
June 6, 2012

of Missouri-Kansas City)

Program as changed:

GRCT, Community College Leadership (*online collab. with University of Missouri-Kansas City*)

IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities; includes Discontinued Programs and Programs Placed on Inactive Status)

Washington University

1. Current program:

Bachelor of Technology (BT), Architectural Technology

Approved change:

Delete program

Program as changed:

Bachelor of Technology (BT), Architectural Technology (*deleted*)

2. Current program:

MA, Drama

Approved change:

Change title of program to Theatre and Performance Studies

Program as changed:

MA, Theatre and Performance Studies

V. Program Changes Requested and Not Approved

No actions of this type have been taken since the last board meeting.

VI. New Programs Recommended for Provisional Approval

Effective July 1, 2011, the CBHE will give provisional approval to new academic programs. The MDHE will review the program five years from the date of its provisional approval. If this review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications (i.e., central to institutional mission; supports other programs; meets statewide needs) for continuing the program.

Jefferson College

1.) AAS, Biomedical Electronics Technician

Missouri Southern State University

1.) BSBA, Management (*collab. between Missouri Southern State University and Crowder College for delivery off-site at Crowder College*)

Missouri Western State University

- 1.) BGS, Bachelor of General Studies

Moberly Area Community College

- 1.) ADN, Associate Degree in Nursing (*for delivery off-site at the Advanced Technology Center in Mexico, Missouri*)

Northwest Missouri State University

- 1.) MME, Master in Music Education
- 2.) MA, English
English Pedagogy

Ozarks Technical Community College

- 1.) AS, Bio-clinical Sciences

State Fair Community College

- 1.) AAS, Diagnostic Medical Sonography
- 2.) C2, Medical Coding (*for delivery online*)

Three Rivers Community College

- 1.) AS, Pre-Pharmacy
- 2.) C1, Practical Nursing

University of Central Missouri

- 1.) EdSp, Human Services
Educational Technology

University of Missouri - Columbia

- 1) MSW, Social Work (*collab. between University of Missouri-Columbia and Missouri University of Science and Technology for delivery off-site at Missouri University of Science and Technology and multiple sites across south central region of Missouri*)

University of Missouri – Kansas City

- 1) Doctor of Pharmacy (*collab. between Missouri State University for delivery off-site at Missouri State University*)

VII. New Programs Received and Reviewed (Independent Colleges and Universities)**Columbia College**

- 1.) BA, Business Administration
- 2.) BGS, with Certification in Elementary Education
- 3.) BS, Business Administration
- 4.) MBA

Coordinating Board for Higher Education
June 6, 2012

- Accounting
- 5.) MBA
- Human Resource Management

Lindenwood University

- 1.) BA, Chinese Studies
- 2.) BA, International Relations

Washington University

- 1.) Doctor of Business Administration
- 2. DLA, Doctor of Liberal Arts

Please note the following program changes that did not appear in the Academic Program Actions attachment.

University of Missouri –St. Louis

1. Current program:

M.Ed., Counseling

- Community Counseling
- Elementary
- Secondary

Approved changes:

- Delete option in Community Counseling
- Add option in Mental Health Counseling

Program as changed:

M.Ed., Counseling

- Community Counseling (*deleted*)
- Elementary
- Mental Health Counseling
- Secondary

2. Current program:

N/A

Approved change:

Addition of free-standing single semester certificate GRCT, Advanced Credit Program (ACP), in Instructional Communication

Program as changed:

GRCT, Advanced Credit Program in Instructional Communication

AGENDA ITEM SUMMARY

AGENDA ITEM

Kansas-Missouri Distance Education Agreement
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

This agenda item reports on an agreement between Kansas and Missouri regarding state authorization for online education, including a recommendation for approval.

Background

An institution of higher education wishing to offer programs of study outside the borders of its home state must be authorized by the state in which the institution wishes to offer coursework. In the past, this was limited primarily to institutions with a physical presence, such as a branch campus or education center, in another state. The proliferation of online educational offerings, however, has complicated the state authorization process, as physical presence is no longer a prerequisite for offering academic programs.

Several states charge fees for state authorization, which in many cases may amount to thousands of dollars and typically includes a complex and time-consuming application process. The MDHE does not have the statutory authority to charge fees to out-of-state public institutions, and there are restrictions on the fees it can charge to independent and proprietary institutions. There is a formal application process for independent and proprietary institutions seeking Missouri state authorization, which is handled through the Office of Financial Assistance, Outreach, and Proprietary Certification. The Academic Affairs unit responds to requests from out-of-state public institutions. By law, the MDHE must treat program requests from non-Missouri institutions in a “manner similar” to the process used for Missouri institutions. At present, the MDHE requires an out-of-state public institution wishing to offer online instruction to Missouri residents to affirm, in writing, that it is accredited by a regional accrediting body, and that it will adhere to the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses.

At the request of several institutions, the MDHE began discussions with the Kansas Board of Regents (KBOR) on a reasonable fee structure and process that would be less onerous for Missouri and Kansas colleges and universities desiring to offer on-line educational programs to students in the two states. The discussions centered on the premise that each state’s higher education authority has a rigorous process in place to review and approve new academic programs, negating the need for individual institutions to go through the process a second time at considerable time and expense to the institutions. The MDHE suggested that Missouri public institutions of higher education should be treated as a system—rather than as individual institutions—when seeking authorization from the state of Kansas to offer online courses to Kansas students.

The MDHE and the KBOR have produced the attached agreement for the Coordinating Board’s consideration. Under the terms of the agreement, the KBOR would treat all Missouri public institutions of higher education *as a system* for purposes of offering distance education to Kansas

students. Kansas would still charge fees, but to the system rather than to individual institutions, at significant reduced cost. This agreement also would eliminate the need for individual institutions to go through the time consuming and laborious process of applying to the KBOR for state authorization.

The basis of the agreement rests in the Coordinating Board’s responsibility for oversight and approval of academic programs. The Academic Affairs units at the MDHE and the KBOR have done a crosswalk of each state’s respective criteria for reviewing academic programs, and found them to be of equal rigor. In effect, the Board of Regents would accept Missouri’s program review process as a proxy for theirs, and vice versa.

Also attached to this agenda item is a proposed process for implementing the agreement in Missouri, namely how the fees will be assessed and paid. The initial authorization fee will be divided equally among all the public institutions. Some institutions have a larger online presence in Kansas than others, but this initial fee would be the cost of obtaining state authorization from Kansas. For an institution which heretofore had opted not to enroll Kansas students because of the high cost of obtaining state authorization (a minimum of \$5,500.00 per institution), the agreement offers an opportunity to accept Kansas students for online courses for a reasonable rate.

The annual renewal fee is equal to three percent of the gross tuition derived from Kansas students, at least \$3,000.00 but no more than \$15,000.00. Based on enrollment numbers the MDHE obtained from the institutions last fall, it is almost certain that the annual renewal fee will be \$15,000.00. The MDHE will allocate this fee to the institutions proportionately, as illustrated in the table below.

Institution	Total revenue derived from Kansas students through on-line instruction	Institutional proportion of statewide total	Institutional proportion of KBOR renewal fee
Missouri Institution A	\$300,000.00	14.12%	\$2,117.65
Missouri Institution B	\$50,000.00	2.35%	\$352.94
Missouri Institution C	\$155,000.00	7.29%	\$1,094.12
Missouri Institution D	\$120,000.00	5.65%	\$847.06
Missouri Institution E	\$400,000.00	18.82%	\$2,823.53
Missouri Institution F	\$275,000.00	12.94%	\$1,941.18
Missouri Institution G	\$95,000.00	4.47%	\$670.59
Missouri Institution H	\$700,000.00	32.94%	\$4,941.18
Missouri Institution I	\$30,000.00	1.41%	\$211.76
All Missouri Institutions	\$2,125,000.00	100.00%	\$15,000.00

The MDHE solicited comment from the chief executive officers and chief academic officers of each public institution regarding the principle and details of the agreement, as well as the implementation plan.

The matter of state authorization is not unique to Kansas. It is our intent to explore similar alternatives with higher education agencies in other states after we work through this pilot plan with Kansas.

STATUTORY REFERENCE

RSMo 173.030 (5) The coordinating board . . . shall have responsibility . . . for . . . Coordinating reciprocal agreements . . . between or among Missouri state institutions of higher education and publicly supported higher education institutions located outside the state of Missouri at the request of any Missouri institution party to the agreement

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education authorize the commissioner of higher education to sign the attached agreement with the Kansas Board of Regents regarding state authorization for online instruction. It also is recommended that the Coordinating Board endorse the attached plan for implementing the agreement.

ATTACHMENT(S)

Kansas-Missouri Agreement on State Authorization for Online Instruction (Attachment A)
MDHE Implementation Plan for the Kansas-Missouri Agreement (Attachment B)



KANSAS BOARD OF REGENTS

April __, 2012

This document constitutes an understanding between the Kansas Board of Regents (KBOR) and the Missouri Coordinating Board for Higher Education (CBHE) that Missouri public colleges and universities under the authority of the CBHE may seek to operate and offer individual online programs in Kansas by making application collectively through the Missouri Department of Higher Education. Likewise, public colleges and universities governed or coordinated by the Kansas Board of Regents may seek to operate and offer individual online programs in Missouri by making application collectively through the Kansas Board of Regents.

This understanding shall apply to the following public institutions:

KANSAS

Public Two-Year Community Colleges

Allen County Community College
Barton County Community College
Butler Community College
Cloud County Community College
Coffeyville Community College
Colby Community College
Cowley County Community College
Dodge City Community College
Fort Scott Community College
Garden City Community College
Highland Community College
Hutchinson Community College
Independence Community College
Johnson County Community College
Kansas City Kansas Community College
Labette Community College
Pratt Community College
Seward County Community College

Public Two-Year Technical Colleges

Flint Hills Technical College
Manhattan Area Technical College
North Central Kansas Technical College
Northwest Kansas Technical College
Salina Area Technical College
Wichita Area Technical College

Public Four-Year Universities

Emporia State University
Fort Hays State University
Kansas State University
Pittsburg State University
The University of Kansas, including the
University of Kansas Medical Center
Wichita State University
Washburn University

Linn State Technical College

MISSOURI

Public Two-Year Colleges

Crowder College
East Central College
Jefferson College
Metropolitan Community College (Kansas City)
Mineral Area College
Missouri State University – West Plains
Moberly Area Community College
North Central Missouri College
Ozarks Technical Community College
St. Charles County Community College
St. Louis Community College
State Fair Community College
Three Rivers Community College

Public Technical Colleges

Public Four-Year Universities

Harris-Stowe State University
Lincoln University
Missouri Southern State University
Missouri State University
Missouri University of Science and Technology
Missouri Western State University
Northwest Missouri State University
Southeast Missouri State University
Truman State University
University of Central Missouri
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - St. Louis

It is further understood that public colleges and universities applying through CBHE shall be charged a system fee for each fee established in Kansas statutes, rather than be charged individually. The Kansas system fees are set forth in K.S.A. 72-32,181 and currently include the following:

- Initial fee: Out of State Degree Granting: \$5500
- Renewal fee: Out of State Degree Granting: 3% of gross tuition received or derived from Kansas students, but not less than \$3000 nor more than \$15,000
- System representative: \$350

While the amount or designation of these fees may change as conditions require, the basic agreement to charge system fees rather than individual institution fees will remain in place as long as both parties agree to continue it and it remains consistent with state law.

Missouri does not currently charge any fees for non-Missouri institutions to operate online in Missouri. Should Missouri begin charging a fee or fees for public non-Missouri colleges and universities to operate online in Missouri, this memorandum of understanding shall be revised to include a system fee or fees for the public universities governed by the Kansas Board of Regents.

The attached document provides a comparison of the principal approval procedures and evaluation criteria/standards used by the staffs of the Kansas Board of Regents and the Missouri Department of Higher education. These procedures and materials have been reviewed by staff of each state board and found to be equivalent to each other and fulfill the statutory standards (K.S.A. 74-32,169) required of out-of-state postsecondary educational institutions seeking to

operate in the State of Kansas and (173.005 (11) RSMo) required of out-of-state public institutions of higher education seeking to offer degree programs or course work within the state of Missouri.

Andy Tompkins
President and CEO
Kansas Board of Regents

David Russell
Commissioner of Higher Education
Missouri Coordinating Board for Higher Education

DRAFT

**MDHE Plan for Implementation of the
Kansas-Missouri Agreement on State Authorization for Distance Education**

I. Initial State Authorization, for Academic Year 2012-2013

- a. The Missouri Department of Higher Education will submit payment in the amount of \$5,500.00 (plus \$350.00 to register the assistant commissioner of academic affairs as the system representative) to the State of Kansas on behalf of Missouri's public institutions of higher education to obtain initial state authorization to offer online education courses to Kansas residents. This fee will be split equally by each public institution of higher education. MDHE will submit invoices to each institution.
- b. By June 1, 2012, each Missouri public institution of higher education will submit to the Missouri Department of Higher Education an inventory of courses and programs currently offered wholly online. This inventory will be reviewed and updated annually by each institution.
 1. Kansas has asked for this inventory to be included with the MDHE's application for state authorization.
- c. Each institution will provide the MDHE with the mailing address and other pertinent information of the office to which the invoices will be sent.

II. Annual Renewal Fee

- a. Kansas requires an annual renewal fee for state authorization, equal to 3 percent of the gross tuition derived from Kansas students, at least \$3,000.00 but no more than \$15,000.00.
- b. For the purposes of calculating each institution's share of the annual renewal fee, a Kansas student must meet each of the following conditions:
 1. an individual who pays tuition to enroll in an online course offered by a Missouri public institution of higher education;
 2. is a legal resident of the State of Kansas;
 3. and is not currently enrolled and physically attending a Missouri public institution of higher education.
 4. Clarification: It is possible that a Kansas resident may be enrolled in and attending a Missouri public institution of higher education, and this same Kansas resident may enroll in an online course from his or her own institution. This student should not be included in the institution's calculation of tuition derived from Kansas residents for online instruction.

III. Data reporting

- a. Missouri institutions will submit to the MDHE by July 1 of each year the following data:
 1. the number of Kansas students taking an online course from them during the preceding academic year;
 2. the total credit hours Kansas students took during the period;
 3. the gross revenue the institution received from Kansas students during the period; and
 4. any changes or revisions to its online program inventory.
- b. The MDHE will aggregate this data, and determine the percentage of the state total each institution has generated in the preceding academic year. This percentage will determine each institution's share of the annual renewal fee payable to Kansas. The MDHE will invoice each institution for their share of the renewal fee, and submit payment to the State of Kansas on behalf of the Missouri institutions. The table below illustrates:

Institution	Total revenue derived from Kansas students	Institutional share of statewide total	Institutional share of KBOR renewal fee
Missouri Institution A	\$300,000.00	14.12%	\$2,117.65
Missouri Institution B	\$50,000.00	2.35%	\$352.94
Missouri Institution C	\$155,000.00	7.29%	\$1,094.12
Missouri Institution D	\$120,000.00	5.65%	\$847.06
Missouri Institution E	\$400,000.00	18.82%	\$2,823.53
Missouri Institution F	\$275,000.00	12.94%	\$1,941.18
Missouri Institution G	\$95,000.00	4.47%	\$670.59
Missouri Institution H	\$700,000.00	32.94%	\$4,941.18
Missouri Institution I	\$30,000.00	1.41%	\$211.76
All Missouri Institutions	\$2,125,000.00	100.00%	\$15,000.00

The MDHE will review this process periodically and seek input for improvement from institutional representatives.

AGENDA ITEM SUMMARY

AGENDA ITEM

Performance Funding Implementation Update
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

The Coordinating Board accepted the final report of the performance funding task force at its April 5, 2012, meeting. Since then MDHE staff have been working in close cooperation with institutional research staff on two important implementation steps.

The first is the development of a technical manual that will serve as a resource for institutions and MDHE in the calculation of the new performance funding metrics. The goal of this document is to explain specifically the source of all data used, what fields or variables are used, and how rates for the various metrics are calculated. MDHE technical manual will ultimately provide the “MDHE approved” methodology for each metric (excluding institution-specific measures). Another important part of the technical manual is the delineation of the list of institutions contained in each institution’s peer comparison group. The list of peers and the associated data collection procedures are necessary to implement the “sustained performance” component of the model.

A significant amount of progress has been made. On Friday, May 25, a draft technical manual was sent to the institutional research staff at each institution. The draft included the relevant information for each of the measures that are common to each sector. Most of the institution-specific measures were not included at this time but will be completed soon.

In conjunction with the development of the technical manual, MDHE staff has also been preparing a no-stakes simulation to identify any conceptual and practical problems and allow all involved to get a feel for how the model actually works.

In order to develop this simulation each institution has been asked to provide four years of aggregate data relevant to each performance funding measure to the MDHE by June 18. Four years of data is needed in order to calculate two three-year rolling averages as called for in the task force’s report. For several measures the MDHE has access to the necessary data to measure improvement, and for some additional data will have to be provided by institutions.

At the time this board book was printed, a few issues arose with regard to the simulation that MDHE staff has begun to work through with institutional colleagues. These issues almost exclusively involve the “sustained performance” benchmarking component that comes into play when an institution doesn’t show improvement. There are also complications in benchmarking for several measures for which there is not comparative data available from outside of Missouri. One of the principles of the model is that it would be used to compare institutions to themselves in terms of performance, rather than comparing Missouri institutions to each other. Without

Coordinating Board for Higher Education
June 6, 2012

external data available the process of benchmarking “sustained performance” becomes more difficult.

MDHE staff expects to complete the simulations by July 1, with simulated results for several measures being completed well ahead of that date. This timeline will provide an opportunity to resolve outstanding issues ahead of the budget process for FY14, which will start in earnest in the late summer.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

All program actions that have occurred since the April 5, 2012, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Proprietary School Certification Program Actions and Reviews

**Coordinating Board for Higher Education
Proprietary School Certification Program Actions and Reviews**

Certificates of Approval Issued (Authorization for Instructional Delivery)

Saint Luke's Hospital School of Radiologic Technology
Kansas City, Missouri

This not-for-profit school offers a certificate program in radiologic technology. The mission of the school is to develop within students the clinical and interpersonal skills needed to become a successful radiographer. Although this school is not accredited, this program is accredited by the Joint Committee on Education in Radiologic Technology, a recognized programmatic accrediting agency.

The Art Institute of St. Louis
St. Louis, Missouri

This for-profit school is owned by the Education Management Corporation (EDMC). EDMC operates 108 campuses in 32 states, enrolling more than 150,000 students worldwide. There are 45 Art Institute campuses in the United States. The St. Louis location offers nondegree and degree (associate's and bachelor's levels) programs in multiple areas, including culinary, film, fashion, graphic design, interior design, photography and interactive media. This school is accredited by the Higher Learning Commission (HLC).

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

None

Applications Pending Approval (Authorization for Instructional Delivery)

BKA Medical Training Center, Inc.
St. Louis, Missouri

This private, for-profit school seeks to offer certificate programs for nurse assistants and medication technicians. The school's mission is "to provide highly skilled certified nurse assistants and certified medical technicians...who use evidence-based practices for entrance into a health care career." The school is not accredited.

Healthcare Education, LLC
Florissant, Missouri

This private not-for-profit school seeks to offer certificate programs for nursing assistants, medical assistants, phlebotomy technicians, medical technicians and EMTs. The school's mission is to "set the benchmark for standards and to insure the quality of education, training, and certification offered to healthcare professionals." The school is not accredited.

Midwest Technical Institute
Springfield, Missouri

This private, for-profit school seeks to offer certificate programs in medical and dental assisting, cosmetology, HVAC, pharmacy technician and journeyman welder. The school's mission is to "offer workforce training, and to provide graduates with the skills necessary to gain entry level employment in their chosen field." The school will operate as a branch of the main campus located in Springfield, Illinois. This school system has other campuses in Illinois and operates in Mississippi under the name Delta Technical College. The school is accredited by the Accrediting Commission of Career Schools and Colleges.

Soar Healthcare Service Training
St. Louis, Missouri

This private, not-for-profit school seeks to offer a certified nursing assistant program. The school's mission is "to be an exceptional vocational program, specializing in the preparation of students entering allied healthcare professions." The school is not accredited.

Urshan College
Florissant, Missouri

This not-for-profit school seeks to offer baccalaureate degree programs in Christian ministry, music, and organizational leadership. The school's mission is to "educate, equip, and empower Apostolics for life and servant leadership in the church and the world." While the College is not accredited, it operates under the governance of the Board of Trustees of Urshan Graduate School of Theology, a school accredited by Commission on Accreditation of the Association of Theological Schools

School Closures

Colorado Technical University
Online

This accredited (Higher Learning Commission), for-profit school based in Colorado voluntarily ceased student recruitment operations in Missouri. Department staff is monitoring the closure process to ensure students are able to complete their programs of instructions and verify the appropriate storage of all student related records, as required by Missouri statutes.

Drake University
Kansas City, Missouri

This accredited (Higher Learning Commission), non-profit school based in Iowa voluntarily ceased operations in Missouri. Department staff monitored the closure process to ensure students were able to complete their programs of instructions and verified the appropriate storage of all student related records, as required by Missouri

statutes. Compliance with those requirements has been confirmed and the closure is considered complete.

NOVA Southeastern University
Kansas City and St. Louis, Missouri

This accredited (Southern Association), non-profit school based in Florida voluntarily ceased operations in Kansas City and St. Louis, Missouri. Department staff is monitoring the closure process to ensure students are able to complete their programs of instructions and verify the appropriate storage of all student related records, as required by Missouri statutes.

Orler School of Massage Therapy Technology
Joplin, Missouri

This unaccredited, for-profit school has voluntarily ceased operations in Missouri. Department staff is monitoring the closure process to ensure students are able to complete their programs of instructions and verify the appropriate storage of all student related records, as required by Missouri statutes.

TechSkills
St. Louis, Missouri

This unaccredited, for-profit school voluntarily ceased operations in Missouri. Department staff monitored the closure process to ensure students were able to complete their programs of instructions and verified the appropriate storage of all student related records, as required by Missouri statutes. Compliance with those requirements has been confirmed and the closure is considered complete.

Exemptions Granted

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
College Access Challenge Grant
June 6, 2012

DESCRIPTION

The College Access Challenge Grant was established by Congress as part of the College Cost Reduction and Access Act of 2007. The purpose of the grant is to foster partnerships among federal, state and local governments in assisting low-income, middle and high school students in gaining access to and succeeding in postsecondary education. This agenda item provides an update regarding the status of the grant and MDHE activities currently funded through the grant.

Activities

Competitive Sub-grant Process

The MDHE continues to operate its competitive sub-grant program which plays a crucial role in helping students and families prepare for and succeed in higher education. For the current award period (Cycle 4), the MDHE received thirty proposals and was able to award approximately \$1.5 million in funding to sixteen of those proposals. A listing of the currently funded projects is attached. If funds become available, additional projects may be added to this list. A panel of external reviewers with expertise in both secondary and postsecondary education assisted the MDHE in evaluating these proposals. In the prior three years of the sub-grant over 146,000 low-income and first generation students from across the state received information about planning and preparing for college through funded sub-grant proposals. It is anticipated that for Cycle 4 more than 34,000 such students throughout the state will receive outreach services thanks to the CACG.

Focus on Missouri Conference 2012

On March 7, 2012 the MDHE partnered with the University of Missouri to host the third annual statewide college access conference in Columbia, Missouri. The daylong conference brought together more than 230 key stake holders interested in improving college access outreach in Missouri.

MDHE Financial Literacy and College Access Activities

The MDHE continues to focus efforts in the area of financial literacy and planning for high school and entering college students and their families. The department has developed financial literacy materials, including a mini-curriculum that is adapted for classroom teachers or guidance counselors as well as for high school students and their families. Each set of student materials consists of topic based expansion folders, a financial success calendar/planner, and a Roadmap to Postsecondary Success brochure. During the previous award cycle the department distributed over 150,000 pieces of these materials.

MDHE Direct Services and Activities

The MDHE provided direct services and activities to high school students and families. Throughout the previous award cycle, the department participated in 148 outreach events throughout the state. These events included college fairs, college nights, and financial literacy workshops. A total of 27,862 promotional items and printed materials were distributed at these events.

College Goal Sunday program (titled FAFSA Frenzy in Missouri)

In Missouri there were 49 FAFSA Frenzy events conducted across the state with a total of 1,392 students and families being assisted in completing the FAFSA. For these events 499 individuals volunteered and 54,500 promotional items and printed materials were distributed prior to the events.

MDHE Student Portal

The MDHE completed the initial design and deployment phase for a web-based student portal intended to provide a unified and attractive destination for Missouri students and families. The portal provides a single source of information on a range of subjects including options for postsecondary education in Missouri, academic preparation while in high school, financial literacy and planning, and assistance and guidance concerning eligibility for student financial assistance. The goal is to provide a flexible platform that can be expanded as future resources become available and as needs change.

Current Status

On May 15, 2012, the MDHE submitted its annual performance report to the United States Department of Education as required by program regulations. Included in that report is information concerning the state's compliance with the maintenance of effort (MOE) requirement that is part of the enabling federal statute.

The MOE requirement is designed use eligibility for this grant to encourage participating states to maintain funding levels for higher education. In essence, the requirement mandates that, in order to be eligible to receive a grant award, the state must maintain its level of funding at or above the previous five-year average for the operating budgets of public institutions of higher education and student financial aid to students attending private institutions. The statute provides the Secretary of Education with the authority to grant a waiver from this requirement "if it is determined such a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in financial resources of a State."

Based on the statutory formula, Missouri does not meet the MOE requirement for the next cycle of this grant, which begins in August of 2012. This fact does not impact grant funds that have already been awarded, including those reported in this agenda item. As a result, the MDHE, in cooperation with the Office of Budget and Planning in the Office of Administration, is developing a waiver request to be forwarded to the US Department of Education. It is anticipated a decision on that request will be made before the August start of the next grant cycle.

Conclusion

This highlights the many activities integrated in the Missouri College Access Challenge Grant. While there are limited resources dedicated to college access here in Missouri the MDHE, in partnership with the sub-grant recipients, is providing important support and outreach to assist low-income and underrepresented students and families plan for a postsecondary education.

STATUTORY REFERENCE

Section 173.050 RSMo, Powers of the coordinating board.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

College Access Challenge Grant Cycle 4 Sub-Grant Award Summary

Missouri Department of Higher Education
College Access Challenge Grant Cycle 4 Sub-Grant Award Summary

About Our Kids, Inc. – Lamar, MO

About Our Kids, Inc. located in Lamar, Missouri will serve students and families in Barton and Vernon counties. The Higher Education Access Route for Teens (HEART) program creates success plans for students through academic enrichment and workshops. The program provides support and motivation to students as they navigate the route to higher education. HEART will provide information to students and families regarding postsecondary education benefits, opportunities, and planning as well as provide support to students as they transition from high school into a postsecondary environment.

College Bound – St. Louis, MO

College Access Challenge Grant funds will assist College Bound with implementing a seven-year action plan for students and families. College Bound provides the tools and resources to help students apply to college and attain postsecondary degrees. College Bound provides weekly classes on “college knowledge” ranging from admission requirements, types of post secondary schools, developing study skills, application completion, scholarship research, essay writing, career exploration, financial literacy and standardized test preparation. College Bound supports and prepares low-income, first-generation students for success in postsecondary education and life.

College Summit – St. Louis, MO

College Summit builds the capacity of each partner high school in the St. Louis Public School District to help transition students to college and provides the following tools and services:

- The Navigator, a senior year curriculum that guides students step-by-step through the college application and postsecondary planning process.
- Professional development for teachers and on-site support to help schools implement best practices for raising college enrollment rates.
- College immersion summer workshops and leadership trainings that equip a core group of preselected influential students from each school to ignite a college-going culture and motivate their peers to apply to and enroll in college.

De La Salle Middle School – St. Louis, MO

De La Salle Middle School will provide information to students and families on postsecondary education benefits, opportunities, planning and career preparation. De La Salle Middle School will also provide actionable information on financing options, including activities that promote financial literacy, debt avoidance and management among students and their families. De La Salle Middle School is creating a college-bound culture starting in middle school and encouraging middle school students to attend college preparatory high schools.

Drury University – Springfield, MO

Drury University, in close partnership with the Springfield Public Schools, conducts the Drury Scholars Program (DSP), which is a yearlong mentoring and tutoring initiative. The program has been in place since 2008 and provides academic and cultural enrichment activities to center-city school students in Springfield. College Access Challenge Grant funds will help expand the

current program by allowing DSP to recruit more students, strengthen the current mentoring programs, and pilot programs that will help students apply for and finance a college education.

Full Employment Council, Inc. – Kansas City, MO

The Kansas City Full Employment Council will provide career awareness, counseling and planning, financial literacy training, financial aid assistance, and mentoring to 16-24 year olds who are economically disadvantaged and underrepresented. The Full Employment Council will partner with public schools, private charter schools, government agencies, educational institutions, and community organizations in providing outreach. The program will raise awareness regarding post-secondary education, thereby increasing the number of students choosing to enter and succeed in a postsecondary education.

Infinite Scholars Program of Missouri – St. Louis, MO

The Infinite Scholars Program provides a combination of comprehensive early college access activities and career opportunity awareness activities to students and their families. One of the goals of the Infinite Scholars Program is to increase the number of socio-economically disadvantaged high school seniors completing the FAFSA and applying to college. Activities for students include financial aid workshops, scholarship fairs, college tours, ACT prep workshops and mentoring.

Missouri College Advising Corps – Columbia, MO

The Missouri College Advising Corps (MCAC) program provides college access support and activities to 25 partner high schools in the state. MCAC will utilize grant funds to support activities within their five rural partner high schools in south central Missouri. Students and families in Potosi, Salem, St. Clair, St. James and Sullivan will receive near-peer advising to help them plan and prepare for college.

Missouri State University – Springfield, MO

Missouri State University will serve underrepresented and underserved students through the Missouri Innovation Academy. In this program underserved students explore and pursue postsecondary education degrees in STEM fields. This program fosters and develops sound financial and business practices, creativity, and science, technology, and career awareness.

Missouri State University – West Plains – West Plains, MO

College Access Challenge Grant funds will be used to support and sustain Project Threshold. The program will partner with 23 public school districts and several private academies in southern Missouri. Project Threshold provides community leader mentorships, presentations to middle school students encouraging academic preparation, and campus visits, information on admission, financial aid, and scholarship opportunities. The program also includes career development information and is implementing a near-peer college advisor model in partnering schools.

Northside Community Center – St. Louis, MO

Northside Community Center will partner with Washington University in providing college information, assistance, guidance and support for Beaumont High School and Confluence Preparatory Academy students. The target population consists of African American students who

are both underrepresented and underserved in postsecondary education. The program will provide a series of student workshops that will include ACT/SAT prep, guidance in the college search and application process, education and assistance in completing the FAFSA and additional information regarding financial aid. Approximately 60 students will have an opportunity to participate in the Career Choices Program and attend a four-week summer college experience program at Washington University.

St. Charles Community College – St. Charles, MO

St. Charles Community College (SCC) will implement the PATH Project to target middle and high school students as well as their families. SCC will provide outreach regarding the benefits of post-secondary education, planning for a successful post-secondary experience, financial literacy outreach, and providing career exploration and preparation. The project will target at-risk and/or underserved students in the areas of St. Charles, Lincoln, Montgomery, Pike, and Warren counties.

St. Louis Internship Program – St. Louis, MO

St. Louis Internship Program (SLIP) provides opportunities for St. Louis Public School high school students that are in financial need. Their internships help at-risk students connect academics to the world of work, envision a future, complete high school, and prepare for postsecondary education. SLIP also provides eight-week paid summer internships in professional settings combined with a guided application process, work readiness training, and year-round educational and postsecondary planning activities. High school sophomores and juniors participate in college planning and financial literacy workshops. Seniors in the program receive ACT prep with The Princeton Review and receive assistance related to the FAFSA.

State Fair Community College – Sedalia, MO

State Fair Community College was awarded College Access Challenge Grant funds for their A.C.E Program (Advantages of College Education). This single project has multiple activities designed to increase the number of underserved Missourians in their 14-county service area who attend and succeed in higher education. The project will cover a range of activities from providing information on the advantages of college to mentoring a cohort of students through the application process as well as provide assistance with the FAFSA.

The University of Missouri 4-H Extension – Columbia, MO

The University of Missouri Extension 4-H Center for youth development makes college an obtainable goal for high school youth who are not otherwise encouraged to attend college. 4-H Youth Futures is a long term program that provides mentoring, college orientation experiences, and follow-up for high school students. The University of Missouri and Lincoln University Extension 4-H Youth Development staff and volunteers plan and implement the program, recruiting youth and parents in St. Louis, Kansas City and southeast Missouri.

Wyman Center, Inc. – St. Louis, MO

Wyman Center, Inc. implements programs that inspire and enable teens from economically disadvantaged circumstances to develop the confidence and skills they need to achieve a lifetime of success. Wyman provides college access through its Wyman Prep program in a progressive manner from middle school through high school for teens in need. Wyman Prep components

include (1) establishing college as a goal, (2) establishing a college-going climate, (3) navigating the process, (4) affordability, and (5) persistence to graduation.

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation Update
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

A primary responsibility of the CBHE is to ensure efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation (COTA), the CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. COTA is assisted in this work by the COTA Advisory Council (COTA-AC). This board item provides a brief summary of COTA's work in recent months.

The 2011 Dual Credit Report

COTA facilitated the 2011 MDHE review of dual credit programs, and endorsed the report's recommendations, which the CBHE approved in December. Findings indicated that all institutions were generally in compliance with current policies regarding dual credit program offering, although areas for improvement in accountability and access remain. The MDHE formed a workgroup to aide in the creation of an annual dual credit reporting instrument which was piloted in May and will be used in June to collect data on institution compliance to the dual credit policy. The work group is being retained to help implement the Dual Credit Report's recommendations and to review the Dual Credit Policy. COTA will review and comment on the workgroup's proposals before the CBHE receives them for approval.

Legislation on Transfer and Articulation

The General Assembly has approved HB 1042, which directs the CBHE to take action on several issues related to transfer and articulation. Assuming the governor will sign the bill, the legislation requires the CBHE and all public two-year and four-year higher education institutions, with COTA's assistance, to develop a statewide core transfer library of at least 25 core courses that will be accepted in transfer across Missouri public institutions by July 2014. The bill further requires the CBHE and the public institutions to develop a policy to foster reverse transfer for students who have earned enough hours to be awarded an associate degree.

During a joint meeting between COTA and COTA-AC, members of both committees expressed support for the legislation. Several members noted that the previous work of the Curriculum Alignment Initiative and the current efforts of the Committee on Curriculum and Assessment, have laid much of the groundwork to move this initiative forward.

2012 Missouri Conference on Transfer and Articulation

The Missouri Conference on Transfer and Articulation, an annual statewide forum co-sponsored by the Coordinating Board and COTA to address transfer and articulation issues, was held February 3, 2012, in Columbia. A record two hundred fifteen registrants (40 percent of whom were first-time participants) from all institutional sectors attended the conference. The attendees

included transfer practitioners, institutional faculty and staff, chief executive and chief academic officers, and MDHE staff.

Attendees were welcomed by Dr. David Russell, Commissioner of Higher Education, and COTA-AC chair Kathleen Burns, Director of the Advanced Credit Program in the Division of Continuing Education at the University of Missouri –St. Louis. Dr. Brian Foster, Provost for the University of Missouri –Columbia, provided the keynote address.

Conference attendees rated the overall quality of the conference high, and gave high marks to the breakout sessions on dual credit, innovative transfer technologies and strategies promoting access to traditionally underrepresented students, and pre-STEM pathways. The 2012 Conference Evaluation Report and the full conference program are attached. Conference presentations and links are available at <http://www.dhe.mo.gov/cota/cotaconference.php>

The 2012 conference evaluation forms had a response rate of fifty percent, nearly equal to that of 2011. Overall, the assessment of the conference was generally positive and included recommendations that both COTA and COTA-AC will consider. Due to record attendance, a frequent complaint was the lack of space. During its debriefing session on the conference, COTA-AC considered the possibilities of limiting attendance or securing more space in the future.

Conclusion

COTA's work over the next year will include assisting the implementation of HB 1042, as well as further collaboration and research involving the Dual Credit Workgroup and working with COTA-AC to plan the 2013 Conference.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

List of Current COTA Members (Attachment A)

2012 Missouri Transfer Conference Program (Attachment B)

2012 Missouri Transfer Conference Evaluation Report (Attachment C)

**CBHE Committee on Transfer and Articulation (COTA)
Membership, 2012-2013**

Chair

Ms. Pam McIntyre, President
St. Louis Community College - Wildwood

Members

Dr. Troy Paino, President
Truman State University

Dr. Steven Graham, Senior Associate Vice President for Academic Affairs
University of Missouri System

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. R. Alton Lacey, President
Missouri Baptist University

Ms. Julia Leeman, President
Sanford-Brown College

Dr. Tuesday Stanley, Vice Chancellor
Metropolitan Community College

Dr. Bruce Speck, President
Missouri Southern State University

Dr. David Russell, Commissioner of Higher Education (ex-officio voting member)
Missouri Department of Higher Education

Support Staff

Liz Valentine, Senior Associate
Missouri Department of Higher Education

Alternates

Public 4-year:

Dr. Cindy Heider, Associate Vice Provost and Vice President for Academic Affairs

Missouri Western State University

Public 2-year:

Dr. Donna Dare, Vice Chancellor for Academic and Student Affairs

St. Louis Community College

Independent:

Dr. Arlen Dykstra, Provost and Vice President for Academic Affairs

Missouri Baptist University



2012 COTA Transfer and Articulation Conference
Articulation and Transfer: Building Bridges

February 3, 2012
Columbia, Missouri
Courtyard by Marriott

8:30 Registration and Continental Breakfast (Hotel Conference Center Lobby)

9:00 **Welcome** **Ballroom CD**
Kathleen Burns, Chair COTA-AC
Pam McIntyre, Chair COTA
David Russell, Commissioner of Higher Education

9:15 **Keynote** **Ballroom CD**
Dr. Brian Foster, Provost, University of Missouri - Columbia

10:00 **Break**

10:10 **Session One Breakouts**

Will My Credits Transfer? **Room A**

Dale Wilcox, DARS Administrator- University of Missouri
Kim Houston, Coordinator of Transfer Services- University of Missouri
Lori Hartman, Business Technology Analyst- Principal- University of Missouri
Moderator: Doug Hettich, Transfer Coordinator, University of Missouri – St. Louis

One of the most often asked questions of colleges and universities and the one not easy to automate. The University of Missouri subscribed to u.select, a College Source product that allows prospective and current students to enter college courses online and run a degree audit to determine if they will transfer to our school and apply towards a degree. It helps take the guess work out of the equation, turning an inefficient, manually-intensive process to a more efficient, automated one.

Pre-STEM Pathways: Establishing a route for success for four-year STEM degrees

Room B

Jason Miller, Professor of Mathematics, Truman State University
Barbara Kramer, Assoc. Professor of Chemistry, Truman State University
Timothy Walston; Asst. Professor of Biology, Truman State University
Moderator: Linda Webster, Ph.D., Associate Dean of Faculty, Westminster College

Students who attain an AA degree and transfer to a four-year institution to major in a STEM discipline often find themselves behind their same-age peers and facing STEM-heavy course schedules. Pre-STEM Pathways allow a student to distribute their STEM and non-STEM courses through their four years of college, transfer to the four-year institution closer in sequence to their peers, and graduate with both an AA from the community college and a bachelor's degree. We will talk about this project and how it evolved from many years of NSF funded collaboration with three regional community colleges.

2011 Dual Credit Survey

Varsity Room

Elizabeth Valentine, Senior Associate, Missouri Department of Higher Education
Crystal Kroner, Research Associate, Missouri Department of Higher Education
Moderator: Rusty Monhollon, Ph.D., Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

Recently, President Obama's charge to return the US to its position of having the highest proportion of college graduates by 2020 has maximized efforts to identify gaps in college preparation and readiness, with newer emphasis being placed on the need for stronger connections between secondary and postsecondary curricula, missions and systems. One strategy many states, including Missouri, have used is to offer dual credit courses, which meet a variety of these objectives in a cost-efficient manner. In 2011, MDHE distributed a survey to measure institutional compliance to Dual Credit Policy and to form a deeper understanding of trends, challenges, and future directions for implementation.

11:15 Session Two Breakouts

Reverse Transfer: How UTEP created a successful program

Room A

Donna Ekal, Ph.D., Associate Provost for Undergraduate Studies, University of Texas- El Paso
Moderator: Beverly Schenkel, Dean of Enrollment Management, Northwest Missouri State University

As one of many joint efforts to raise the educational opportunities in the greater Paso del Norte area, the University of Texas at El Paso (UTEP) and their partner El Paso Community College (EPCC) have created a Reverse Transfer program that awards associate degrees from EPCC to students who have earned the credential by transferring more than 15 semester credit hours (SCH) from EPCC to UTEP and completing the requirements for an associate degree at UTEP. This program has awarded over 2,800 degrees to area students.

Hot Topics in Transfer!

Room B

Topic Facilitators:

Melissa Hattman, Director of Community College Relations, University of Missouri- St. Louis

Chuck May, Senior Associate Director of Admissions, University of Missouri

Rusty Monhollon, Ph.D., Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

Leroy Wade, Assistant Commissioner Student Financial Assistance and Outreach, and Proprietary Certification, Missouri Department of Higher Education

Moderator: Crystal Kroner, Research Associate, Missouri Department of Higher Education

Join us for roundtable discussions – You pick two! We will switch at the halfway point.

- 1) Update on the AAT- is it working? Join Melissa for latest updates and share your feedback.
- 2) Planning Transfer College Fairs - Chuck will share with you all the best practices and tips for coordinating a statewide schedule for the fairs.
- 3) College Readiness - Rusty will discuss MDHE's involvement in statewide and national efforts to improve college readiness, including collaborative efforts with DESE.
- 4) What is happening with A+? Leroy will update you on all of the statewide activity around the A+ program.

The Effectiveness of Articulation and Transfer Agreements between Missouri Community Colleges and Universities in Promoting the Successful Completion of a Four- year Degree

Varsity Room

Katherine Perkins, Ph.D., Dean of Academic Services, Ozark Technical College

Moderator: Yvette Sweeney, Dean of Student Development, St. Charles Community College

The success of the transfer function in Missouri is a concern for consumers, community colleges, universities, the CBHE, and state policymakers. Each of these groups recognizes the important role higher education plays in producing a strong economy within the state of Missouri and across the nation. This presentation is based on data generated from Missouri universities and community colleges and provides insight into whether there are significant differences in time-to-completion and in hours-to-completion of a four-year degree based on the transfer status for Missouri full-time and part-time transfer students in comparison to full-time and part-time native students.

12:15 Lunch and Announcements

Ballroom (CD)

Open Mic

Hosted by Mike Grelle, Ph.D., Vice Provost for Institutional Effectiveness & Assessment, University of Central Missouri

1:30 Short Break

1:35 Session Three Breakouts

Empowering the Non-Traditional Student: The GOAL Program Room A

Christopher L. Dyer, Ph.D., Dean of Academic Affairs, Missouri State University - West Plains
*Moderator: Kimberly Harvey, Ph.D., Director of Admissions and Student Records,
Jefferson College*

The GOAL Program (Great Opportunities for Adult Learners) is a high-retention academic model for non-traditional adult learners. GOAL will improve the educational level of the workforce within the mostly rural, socioeconomically deficient region of south-central Missouri. GOAL allows those who, because of work-related and family care-related issues, cannot readily attend a traditional day program to get a college education. Participants may earn an Associate of Arts degree (62 credit hours) by attending class one evening each week for two years. Administered by the Office of Academic Affairs, classes are organized around a cohort model and are compressed to 5 – 10 weeks in length. Courses are presented sequentially, and students will receive an orientation session at the beginning of each cohort. Participants must be high school graduates, or equivalent, and be 24 years of age or older. Participants will interface in a highly interactive learning environment with other adult learners and program-trained instructors who facilitate learning.

Post-secondary Institutions: Building Bridges with Dual Credit Course Integrity to Ensure Course Transfer, Student Transition/Retention, and College-to-Career Readiness through Standards-Based Programs--A State and National Update

Room B

C. Lynne Clawson-Day , Manager, Arts & Sciences Continuing Education,
University of Missouri- Kansas City
Mary Ellen Fuquay, Director of EXCEL, Missouri Baptist University
E. Gayle Rogan, Ph.D., 1818 ACC (Advanced College Credit) Program Director,
Saint Louis University

Moderator: Bette Ramirez, Program /Project Coordinator, ACP, University of Missouri- St. Louis

As the federal government and individual states enact laws to ensure the integrity of courses offered for dual credit, a student's ability to seamlessly transfer post-secondary work becomes more transparent overall. A rigorous academic foundation serves to retain scholars through post-secondary degree completion and fosters relationships with faculty and advisors in support of the college-to-career-ready graduate. Many states have found that accreditation governed by the academic standards-based National Alliance of Concurrent Enrollment Partnerships (NACEP) benefit these student-focused initiatives. Join the conversation to update Missourians on state and national transfer success through partnerships that are academically focused to ensure quality course content, sound assessment, faculty development, and student success K-20.

Prior Learning Assessment- Encore Presentation

Varsity Room

René Massey, Associate Dean, Adult Higher Education, Columbia College, MO
*Moderator: Janice Carrell, Graduate Programs Coordinator-College of Business,
University of Missouri- St. Louis*

This session will provide a brief overview of Prior Learning Assessments including portfolio assessment, testing, and prior learning. The session will cover terms and current trends in higher education in regard to prior learning assessment. Methods of portfolio review and assessment techniques are discussed. There will be a 10-15 minute question and answer period.

2:50 Closing Remarks, Conference Evaluation Collection and Attendance Prizes

3:00 Close of Conference



Missouri Department of Higher Education

*Building Missouri's future...
by degrees®*

Evaluation Summary

Committee on Transfer and Articulation Transfer Conference

February 3, 2012

Released April 2012

A decorative graphic at the bottom of the page consists of several overlapping, semi-transparent blue and white geometric shapes that resemble a stylized, multi-faceted ribbon or banner.

2012

Contents	PAGE
Demography Summary	4
Quantitative Feedback	5
Written Evaluative Feedback	6
Recommendations	7
Appendix: Conference Materials	8
2011 Missouri Transfer Conference—Agenda	8
2011 Missouri Transfer Conference—Evaluation and Feedback Form	12
General Session Feedback	14
Individual Session Written Feedback	19

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The COTA-Advisory Council (COTA-AC) acts as an arm of COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the Advisory Council will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.

The Missouri Transfer Conference is coordinated by COTA and planned by COTA-AC, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2012 conference theme was “Articulation & Transfer: Building Bridges.” It was organized into three sessions featuring topics on innovative strategies and best practices to improve transfer between institutions.

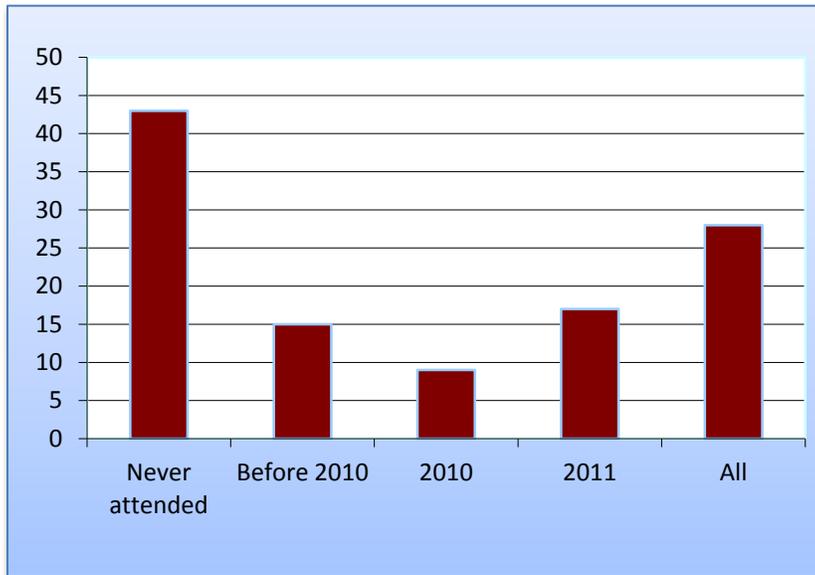
The members of the Committee on Transfer and Articulation extend their gratitude and appreciation for the excellent work of the planning committee and COTA-AC in facilitating this year’s conference. COTA also would like to thank St. Louis Community College for its financial support of the 2012 conference and Missouri University of Science and Technology for handling registrations.

Demographic Summary

Attendance at the 2012 Transfer Conference was 20 percent higher than in 2011 with 215 participants. A significant number (nearly 40%) of first time attendees were among those completing evaluations. The evaluation response rate remained near 50 percent when compared to the 2011 conference. As in previous years, participation was spread across sectors and job functions with the majority of attendees representing academic affairs.

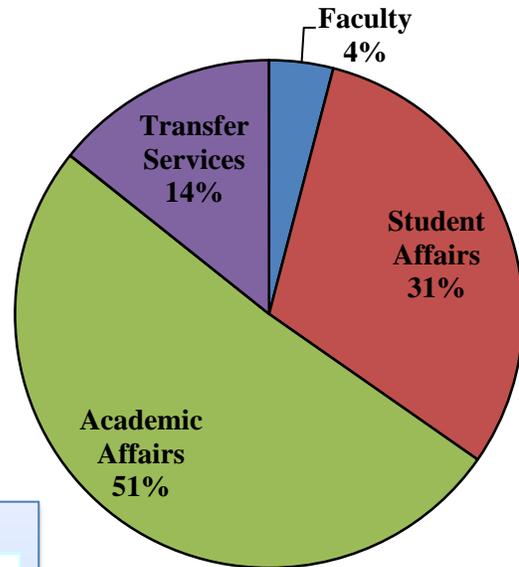
Evaluation Response Rate		
	2012	2011
Total number of attendees	215	185
Total number of evaluations	111	93
Response rate	52%	51%

(n= 111)

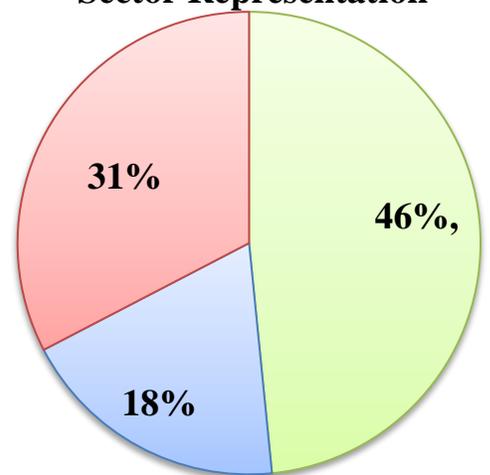


Previous Attendance of Conference

Position Areas Represented



Sector Representation



■ Public 4-year
 ■ Public 2-year
 ■ Independent

Overall Assessment of the 2012 Conference

Overall satisfaction with the conference remained consistently high with responses since 2009, and also consistent with the assessment of breakout sessions at previous conferences.

Evaluation Questions	2012 (n=111)	2011 (n=93)	2010 (n=66)	2009 (n=100)
Mean response, scale 1 (strongly disagree) to 10 (strongly agree)				
Today's conference was helpful for increasing my understanding	8.2	7.6	7.7	8.3
The presentations and discussions addressed important issues surrounding transfer	8.3	7.8	7.8	8.4
Overall, I am satisfied with today's conference	8.3	7.9	7.9	8.5
I would recommend this conference to other transfer professionals	8.5	7.9	8.0	8.5
I am interested in participating in future conferences or events about transfer student issues	8.4	7.9	7.9	8.6

Breakout Session Feedback

Assessment of breakout sessions was generally high, and also consistent with the assessment of breakout sessions at previous conferences. Questions were measured on a mean scale of 1 (strongly disagree) to 10 (strongly agree).

- 1. This conference session was helpful for increasing my understanding of a specific transfer issue or practice*
- 2. This topic was relevant to my transfer practice*
- 3. The presenter was knowledgeable about the topic presented*
- 4. Overall, I am satisfied with this session.*

Session Title		n	Question 1	Question 2	Question 3	Question 4	Average
Session 1	Will my credits transfer	53	8.16	8.15	8.86	8.23	8.35
	Pre-STEM Pathways: Establishing a route for success for four-year STEM degrees	23	7.69	7.73	8.34	8.17	7.98
	2011 Dual Credit Survey	33	8.06	8.21	8.33	8.42	8.25
Session 2	Reverse Transfer: How UTEP Created a Successful Program	19	8.31	8.15	8.57	8.36	8.35
	Hot Topics in Transfer!	38	7.94	7.54	8.64	7.94	8.02
	The Effectiveness of Articulation & Transfer Agreements between Missouri Community Colleges and Universities	49	6.36	7.14	8.10	6.48	7.02
Session 3	Empowering the Non-Traditional Student: The GOAL Program	41	8.29	7.85	9.39	9.0	8.63
	Post-secondary Institutions: Building Bridges with Dual Credit Course Integrity	36	6.75	6.94	8.52	6.91	7.28
	Prior Learning Assessment—Encore Presentation	21	8.14	7.71	8.85	8.47	8.29
Averages for Questions			7.75	7.72	8.63	7.01	8.02

Written Conference Feedback Summary

Generally, participants at this year's conference reported positively, although there were critiques of specific aspects of the conference. Written feedback was based on three questions, which are provided below with a listing of responses appearing most frequently.

Question 1: “What aspects of today’s conference did you find most helpful?”

Similar to responses in 2011, a majority of participants stated they were especially appreciative of the opportunity to network with colleagues facing similar issues, along with a venue offering insight from the state and multi-institutional perspective.

- Opportunity to network
- Variety and content of sessions
- Commissioner’s address
- Keynote speaker

Question 2: “What suggestions do you have to improve future conferences?”

Along with the suggestions below, many responses included recommendations for future session topics, ways to include students and faculty next year, along with opening poster presentation and workshop venues.

- Make adjustments to the length and number of sessions to include more options
- Identify target audience for session topics
- Logistical issues, such as more space

Question 3: “What are transfer issues on the horizon that could be effectively addressed at a future conference?”

Along with recommendations appearing in Question 2 above, respondents identified a wide range of issues they would like to see addressed at future conferences, along with several requests to continue working on current issues.

- Keep addressing legislation
- Continue concentration on dual credit, reverse transfer and “seamless” transfer issues
- Address barriers to transfer between institutions and implementation
- Include focus on best practices and strategies during budget cuts
- Include focus on students’ and counselors’ perceptions of the issues
- Include focus on transfer orientation

Recommendations for COTA Policy Consideration

Based on conference feedback, the following areas are recommended for consideration by COTA.

- Stronger collaboration between 2- and 4-year institutions
- Continuing to identify ways to facilitate transfer orientation for students
- 25 Core library
- Sustaining quality programs through budget cuts

Appendix A



2012 COTA Transfer and Articulation Conference Articulation and Transfer: Building Bridges

February 3, 2012
Columbia, Missouri
Courtyard by Marriott

8:30 Registration and Continental Breakfast (Hotel Conference Center Lobby)

9:00 Welcome

Ballroom

Kathleen Burns, Chair COTA-AC
David Russell, Commissioner of Higher Education
Pam McIntyre, Chair COTA

9:15 Keynote

Ballroom

Dr. Brian Foster, Provost, University of Missouri - Columbia

10:00 Break

10:10 – 11:05 Session One Breakouts

Will My Credits Transfer?

Room A/B

Dale Wilcox, DARS Administrator- University of Missouri
Kim Houston, Coordinator of Transfer Services- University of Missouri
Lori Hartman, Business Technology Analyst- Principal- University of Missouri
Moderator: Doug Hettich, Transfer Coordinator, University of Missouri – St. Louis

One of the most often asked questions of colleges and universities and the one not easy to automate. The University of Missouri subscribed to u.select, a College Source product that allows prospective and current students to enter college courses online and run a degree audit to determine if they will transfer to our school and apply towards a degree. It helps take the guess work out of the equation, turning an inefficient, manually-intensive process to a more efficient, automated one.

Appendix A

Pre-STEM Pathways: Establishing a route for success for four-year STEM degrees

Room C

Jason Miller, Professor of Mathematics, Truman State University
Barbara Kramer, Assoc. Professor of Chemistry, Truman State University
Timothy Walston; Asst. Professor of Biology, Truman State University
Moderator: Linda Webster, Ph.D., Associate Dean of Faculty, Westminster College

Students who attain an AA degree and transfer to a four-year institution to major in a STEM discipline often find themselves behind their same-age peers and facing STEM-heavy course schedules. Pre-STEM Pathways allow a student to distribute their STEM and non-STEM courses through their four years of college, transfer to the four-year institution closer in sequence to their peers, and graduate with both an AA from the community college and a bachelor's degree. We will talk about this project and how it evolved from many years of NSF funded collaboration with three regional community colleges.

2011 Dual Credit Survey

Room D

Elizabeth Valentine, Senior Associate, Missouri Department of Higher Education
Crystal Kroner, Research Associate, Missouri Department of Higher Education
Moderator: Rusty Monhollon, Ph.D., Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

Recently, President Obama's charge to return the US to its position of having the highest proportion of college graduates by 2020 has maximized efforts to identify gaps in college preparation and readiness, with newer emphasis being placed on the need for stronger connections between secondary and postsecondary curricula, missions and systems. One strategy many states, including Missouri, have used is to offer dual credit courses, which meet a variety of these objectives in a cost-efficient manner. In 2011, MDHE distributed a survey to measure institutional compliance to Dual Credit Policy and to form a deeper understanding of trends, challenges, and future directions for implementation.

11:10 – 12:05 Session Two Breakouts

Reverse Transfer: How UTEP created a successful program

Room A/B

Donna Ekal, Ph.D., Associate Provost for Undergraduate Studies, University of Texas- El Paso *Moderator: Beverly Schenkel, Dean of Enrollment Management, Northwest Missouri State University*

As one of many joint efforts to raise the educational opportunities in the greater Paso del Norte area, the University of Texas at El Paso (UTEP) and their partner El Paso Community College (EPCC) have created a Reverse Transfer program that awards associate degrees from EPCC to students who have earned the credential by transferring more than 15 semester credit hours (SCH) from EPCC to UTEP and completing the requirements for an associate degree at UTEP. This program has awarded over 2,800 degrees to area students.

Hot Topics in Transfer!

Room C

Topic Facilitators:

Melissa Hattman, Director of Community College Relations, University of Missouri- St. Louis
Chuck May, Senior Associate Director of Admissions, University of Missouri
Rusty Monhollon, Ph.D., Assistant Commissioner for Academic Affairs, Missouri Department of

Appendix A

Higher Education

Leroy Wade, Assistant Commissioner Student Financial Assistance and Outreach, and
Proprietary Certification, Missouri Department of Higher Education

Moderator: Crystal Kroner, Research Associate, Missouri Department of Higher Education

Join us for roundtable discussions – You pick two! We will switch at the halfway point.

- 1) Update on the AAT- is it working? Join Melissa for latest updates and share your feedback.
- 2) Planning Transfer College Fairs - Chuck will share with you all the best practices and tips for coordinating a statewide schedule for the fairs.
- 3) College Readiness - Rusty will discuss MDHE's involvement in statewide and national efforts to improve college readiness, including collaborative efforts with DESE.
- 4) What is happening with A+? Leroy will update you on all of the statewide activity around the A+ program.

The Effectiveness of Articulation and Transfer Agreements between Missouri Community Colleges and Universities in Promoting the Successful Completion of a Four- year Degree

Room D

Katherine Perkins, Ph.D., Dean of Academic Services, Ozark Technical College

Moderator: Yvette Sweeney, Dean of Student Development, St. Charles Community College

The success of the transfer function in Missouri is a concern for consumers, community colleges, universities, the CBHE, and state policymakers. Each of these groups recognizes the important role higher education plays in producing a strong economy within the state of Missouri and across the nation. This presentation is based on data generated from Missouri universities and community colleges and provides insight into whether there are significant differences in time-to-completion and in hours-to-completion of a four-year degree based on the transfer status for Missouri full-time and part-time transfer students in comparison to full-time and part-time native students.

12:15 Lunch and Announcements

Ballroom

Open Mic

Hosted by Mike Grelle, Ph.D., Vice Provost for Institutional Effectiveness & Assessment, University of Central Missouri

1:30 Short Break

1:35 – 2:30 Session Three Breakouts

Empowering the Non-Traditional Student: The GOAL Program Room A/B

Christopher L. Dyer, Ph.D., Dean of Academic Affairs, Missouri State University - West Plains

*Moderator: Kimberly Harvey, Ph.D., Director of Admissions and Student Records,
Jefferson College*

The GOAL Program (Great Opportunities for Adult Learners) is a high-retention academic model for non-traditional adult learners. GOAL will improve the educational level of the workforce within the mostly rural, socioeconomically deficient region of south-central Missouri. GOAL allows those who, because of work-related and family care-related issues, cannot readily attend a traditional day program to get a college education.

Appendix A

Participants may earn an Associate of Arts degree (62 credit hours) by attending class one evening each week for two years. Administered by the Office of Academic Affairs, classes are organized around a cohort model and are compressed to 5 – 10 weeks in length. Courses are presented sequentially, and students will receive an orientation session at the beginning of each cohort. Participants must be high school graduates, or equivalent, and be 24 years of age or older. Participants will interface in a highly interactive learning environment with other adult learners and program-trained instructors who facilitate learning.

Post-secondary Institutions: Building Bridges with Dual Credit Course Integrity to Ensure Course Transfer, Student Transition/Retention, and College-to-Career Readiness through Standards-Based Programs--A State and National Update

Room C

C. Lynne Clawson-Day , Manager, Arts & Sciences Continuing Education,
University of Missouri- Kansas City

Mary Ellen Fuquay, Director of EXCEL, Missouri Baptist University

E. Gayle Rogan, Ph.D., 1818 ACC (Advanced College Credit) Program Director,
Saint Louis University

Moderator: Bette Ramirez, Program /Project Coordinator, ACP, University of Missouri- St. Louis

As the federal government and individual states enact laws to ensure the integrity of courses offered for dual credit, a student's ability to seamlessly transfer post-secondary work becomes more transparent overall. A rigorous academic foundation serves to retain scholars through post-secondary degree completion and fosters relationships with faculty and advisors in support of the college-to-career-ready graduate. Many states have found that accreditation governed by the academic standards-based National Alliance of Concurrent Enrollment Partnerships (NACEP) benefit these student-focused initiatives. Join the conversation to update Missourians on state and national transfer success through partnerships that are academically focused to ensure quality course content, sound assessment, faculty development, and student success K-20.

Prior Learning Assessment- Encore Presentation

Room D

René Massey, Associate Dean, Adult Higher Education, Columbia College, MO

*Moderator: Janice Carrell, Graduate Programs Coordinator-College of Business,
University of Missouri- St. Louis*

This session will provide a brief overview of Prior Learning Assessments including portfolio assessment, testing, and prior learning. The session will cover terms and current trends in higher education in regard to prior learning assessment. Methods of portfolio review and assessment techniques are discussed. There will be a 10-15 minute question and answer period.

2:40 – 3:00 Closing Remarks, Conference Evaluation Collection and Attendance Prizes

2012 COTA Conference on Transfer and Articulation

Articulation & Transfer: Building Bridges

Evaluation and Feedback Form

Help us make future conferences even better!

Thank you so much for your attendance and participation in the 2012 COTA Conference on Transfer and Articulation. Your feedback is an essential tool that we use to improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve!

Demographic Information

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other:
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended before 2010	Attended 2010 conference	Attended 2011 conference	

Overall Conference Evaluation
(individual session evaluation on reverse)

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>			<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
	1	2	3	4	5	6	7	8	9	10
<i>Today's conference was helpful for increasing my understanding of transfer issues and practices</i>	1	2	3	4	5	6	7	8	9	10
<i>The presentations and discussions addressed important issues surrounding transfer</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with today's conference</i>	1	2	3	4	5	6	7	8	9	10
<i>I would recommend this conference to other transfer professionals</i>	1	2	3	4	5	6	7	8	9	10
<i>I am interested in participating in future conferences or events about transfer student issues</i>	1	2	3	4	5	6	7	8	9	10

What aspects of today's conference did you find most helpful?

What suggestions do you have to improve future conferences?

What are transfer issues on the horizon that could be effectively addressed at a future conference?

Appendix B

Individual Session Evaluations

Session Number: _____ Title or Topic: _____										
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Session Number: _____ Title or Topic: _____										
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Session Number: _____ Title or Topic: _____										
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

Appendix C

Comments on General Session

What aspects of today's conference did you find most helpful?

- As an academic advisor, in some capacity, each session was relevant to my job and the students I serve--very helpful
- Breakout sessions
- Information received in Dual Credit and the GOAL program for non-traditional students
- Networking, info on 4-year colleges
- Reverse transfer
- The sessions were good
- Variety of topics was excellent; GOAL program was very informative; location was good; conference was very organized. Great job COTA team!
- The information about the common core competencies and about the A+ program. Also the information about the GOAL program
- Information that directly addressed what students can do to ensure a successful transfer experience
- Targeted topics; good networking opportunities; Great conference!
- Dual Credit
- Good food, thanks!
- All of it was great and helpful
- Changes in political environment; good variety of topics
- Excellent keynote! It was also good to hear from the Commissioner of Higher Education
- Keynote and David Russell's remarks
- The topics of presentations / sessions
- The sessions were good
- Great sessions
- Dr. Dyers presentation on GOAL; Hot topics--enjoyed
- Networking
- I found a combo of everything very helpful
- General Education issues
- David Russell's comments. Brian Foster's keynote
- Pre-STEM pathways was very relevant
- Personal interactions with other attendees
- Enjoy collaboration and the ability to see programs that are being used specific to transfer at other institutions. Loved the venue
- Updates on current issues, state trends
- Time frame--went very quickly. Variety of topics
- Networking. All the interesting research. Good format
- Lots of great information!! I'm just thrilled at how COTA has grown since the early conferences
- AAT information
- AAT discussion; networking
- All of the sessions I attended were interesting, informative and helpful. Networking opportunities were great
- Networking times (breaks / lunch)
- Networking with colleagues from across the state
- Appreciated Dr. Russell's presentation and participation of DHE staff and COTA members
- AAT information; keynote speaker
- Finding out about MO state legislation regarding transfers, etc
- Comedy act of Michael Grelle, or lack thereof :)
- Ideas / collaboration
- The u.select education credit application

Appendix C

- I enjoyed learning about the GOAL program. I see a need for this sort of program within my institution. I also thought the information on the u.select software was very beneficial
- I appreciated learning that many issues and concerns and challenges and opportunities are the same no matter what level student you support
- Legislative updates, time to ask questions at sessions
- Networking and discussions
- Hearing from colleagues, discussions
- Learning about the new senate bill in the works, being able to network during lunch
- STEM
- Relating with other co-workers from other institutions / the food
- Conversations with other professionals; Access to MDHE personnel
- Contact with professionals that work on the same issues
- The variety of professions who attended
- Enjoyed Dr. Foster's opening keynote
- Connecting with the 2 year colleges
- Just good to come together
- Prior learning presentation and key note speaker was great!
- Really liked collaboration of different institutions and open forum
- The presentation on the cohort programs. Also listening to the research conducted in the Effectiveness of Articulation. There is so much to learn about the whys, the where's and the thoughts of transfer students
- Great to network with colleagues across the state
- Great networking. Excellent topics. Great participation from many schools in MO
- Update on specific initiatives and trends
- Hearing of trends in the profession. Meeting other academic professionals
- Nice venue, food so-so. Beef at lunch was terrible.
- The program was very diverse and offered a variety of sessions that focused on transfer for students
- PLA workshop; info about u.select fascinating--don't know if my school could afford
- Ability to interact with staff from other institutions
- Dual Credit; GOAL
- Networking
- Greatly appreciated Dr. Foster's address
- Talking to others
- Good variety of sessions for break out
- There was time for Q & A with all presenters
- Being with people from other institutions and sharing experiences and knowledge
- Focus on both the positive aspects of what is happening in MO, as well as encouragement to do better
- The smaller sessions
- Networking and discussions
- Summary of 42 gen ed block from survey

What suggestions do you have to improve future conferences?

- Maintain the format of smaller sessions
- Pre-register for sessions
- All presenters speak with a microphone
- More handouts
- None-good
- More sessions
- The afternoon sessions were gear more for administrators who plan college programs. I would have been good if there had been a choice for those dealing directly with students at session 3

Appendix C

- Are K-12 educators included in this conference?
- Speakers using microphones
- Larger font on nametags
- We need it to be longer lots of great info jammed into one day
- Internet connection seemed difficult
- larger space; add some workshops besides same discussion lets work and make some decisions
- More, shorter sessions. Poster session or poster space
- NA
- Don't have the lunch open mic--it was painful
- NA
- none
- Larger facility or fewer participants
- Have prepared issues for Mike to get started at lunch
- I'd love more structured ways to get to know colleagues from other institutions. I had some opportunities to talk, but it would be nice to include what we do in our job that is relevant to COTA, so we can look for others to network with (ex. I coordinate AAT guides for our College of Ed, I'd love to talk with others who do that)
- How 2 & 4 year institutions can be effective with major budget cuts taking place year after year
- Nice facility / a little crowded
- Alternate sessions at different times
- If this hotel is selected again, the room temp should be lower
- More time in sessions and more time for Q & A
- I'd like to talk about how we promote efficiency in AA completion related to satisfying transfer institution requirements. How do we help students do this? What opportunities do we have to make it easier for students?
- Would like a "state of transfer" in MO report from COTA or a summary of this year's COTA activities, issues they've addressed, and goals for next year and more long-term goals
- Larger venue--too crowded
- All stakeholders should be present--mainly faculty at th is group have a big stake in student transfer affairs
- For each session, list the target audience specifically; have sessions aimed at individuals working in high schools who work with students planning for college
- An interactive and hands on component towards the issues at hand; lets talk about restructuring the college education system
- Allow for roundtable discussions that mix 2 years and 4 years
- Later start for those driving across the state
- Perhaps more time to discuss best practices and problem-solving rather than just info on the issue / problem
- Continue having the conference at this venue. The amenities were very nice--breakfast and lunch were excellent--better than the former location
- The keynote could be shortened
- More sessions like hot topics; smaller, more practitioner based sessions
- na
- Larger space?
- The conference attendance seemed larger than expected and there was never enough room for people to sit at tables during any of the sessions. Plan for more people
- Would like to hear more on state initiatives such as the one dealing with entrance / exit requirements for gen. ed classes
- More topics about International students
- More info on what has been accomplished since the previous year's conference
- Have some topics ready for open mic session
- Outcomes. This is my sixth COTA conference. Feels like the same issues keep coming up. Progress? Let's do something
- More which applies to nationally accredited schools
- Organize hot topics session a bit better
- Like the change in hotels. Perhaps have some students participate in panels

Appendix C

- Presentations on effective transfer activities and tools used and MO community colleges and universities. Nice venue--keep it!
- More on identifying common courses
- Good location / flow
- Private institutions have different academic standards and often are left out of the main discussions. For example--transfer library.
- HotTopics area was not conducive to hearing conversations / presenters. Also time did not allow for in depth conversation
- More time spent on key subjects; specific addressment of key issues; Food was great
- What North Central says about transfer / articulation; state making reverse transfer work; win win stuff
- I hate to say more time, but that's it!
- Perhaps location was a bit cramped, but was better than the Holiday Inn across town
- More time to discuss with people facing similar questions, dilemmas, etc
- Research best practices in T&A and seek out MO programs / projects to present IN ADDITION to putting out RFP's
- Less of the WHOLE room discussion
- Promote workshop to do articulations on the side
- Periodic updates of status of transfer in MO throughout the year; networking time should be more structured

What are transfer issues on the horizon that could be effectively addressed at future conferences?

- Lunch was great!!
- Continue concentration on transfer of dual credit. Need to assign gatekeepers to ensure that students are not losing credit in transfer
- Keep addressing legislation
- SB 455; 25 Core courses
- AP, Dual Credit courses and transferability of course
- Developmental / remedial programs--how does it fit into transfer process?
- Changes in DE policy
- STEM transfer success
- 25 credit block
- Transfer shock
- Course transfers-Articulations. Really enjoyed the conference
- Review of date on what happens to students who use A+ money at CC's--do they get AA, do they transfer to 4-year schools, do they drop out? Does anyone even track?
- Are students prepared for higher level classes when coming from 2 year schools?
- The continuing collaboration for making transfer of courses more fluid across the state--especially 25 core general education areas
- Better coverage of implementation of reverse transfer; Role of quality student advising
- Statewide transfer articulation website. Challenges, opportunities and reflection on the AAT
- 25 Core library
- It sounds like there are a lot of changes on the hours--what can we do to stay up on these changes and how can all levels at each of our institutions work collaboratively with each other? (i.e. ground level advisors and upper admin)
- AAT changes, General Education library
- Budget cuts and how that affects transfer services
- Transfer credits and problems, solutions and suggestions on what to do with credits that won't transfer
- Which schools accept which credits fairly across the board from non regionally accredited schools
- Military credit, out of state transfer
- AAT changes; transfer orientations--yes or no?; More facts / stats of what transfer students are saying
- Let's keep at the "seamless" transfer issues
- Barriers to entry: 4 year institutions create barriers by not accepting all credits from transfer students. This in turn allows the university to make profits at the expense of the students YEAR(S) in college toward completion

Appendix C

- Increasing transfer services as programs and people either cut or unfunded
- Reverse transfer (still)
- Better student preparation before transferring--start before they begin earning college credit
- Military credit, transfer credit from foreign institutions
- Retention
- Legislation / funding/ cross training/ helpful technology. How to combine recruitment with advising tasks
- How could curriculum of common core eventually impact dual credit courses?
- I am an international student advisor--it would be nice if there were some topics related to international student transfer to Missouri institutions--public, private, 2 and 4 year.
- Getting everyone to use e-transcripts; best practices in transfer and articulation
- Changing demographics, career choices, A.S.Degrees outpacing AA in some areas
- Lack of transfer and articulation between nationally accredited and regionally accredited schools
- Federal aid regulations; specialized degree programs and effect on transfer student; transfer orientation / retention efforts
- More collaboration between private / independent institutions and state / public. Lets think out of the box
- Transfer state funding, role of CC and 4 year institutions
- Returning degree completers
- Mandated transfer policies
- Something specifically for articulation officers / coordinators
- Financial Aid--What partnerships are out there where financial assistance is shared between two institutions
- Assessment of transfer students requirement by the state and federal government
- More about 42 hour block--How communicated to students; nothing on transcripts. 25 hour transfer library
- The basic ideas of schools all following the same standards and rules
- Transfer orientation
- How to effectively build articulation agreements with two year institutions. Who does it on each campus, how do we make this easier?
- The transfer library--how we can help make that happen!
- What kinds of issues do we have with transfer? What courses do not transfer? What are the trends? Are problems institution-specific or course-specific issues with transfer?
- Students' perceptions on the issues; more counselors, etc
- Private vs public; for profits vs not for profit
- SB455

Appendix D

Comments on Individual Sessions

Will My Credits Transfer?

- Very interesting and current
- Good presentation / demo of u.select
- Good presentation, but it would have been helpful to show, in the agenda, who this presentation is aimed at. I didn't realize this was a "sales pitch" for u.select. I thought it would be about actually determining how credits transfer
- Can't wait til it goes live. U.select lowers the barrier to entry
- The first 20-30 minutes was spent on how the product was implemented. (This didn't interest me as an academic advisor). The product does not seem to work in a way that meets our student needs. They want to see a list of courses that transfer--going course by course is cumbersome
- Session would have been more effective if program up and running. Questions should have been at end of presentation, many not answered.
- It was a good brainstorming session for thinking about helping students get a better idea of how their credit would transfer. I don't think it would work for our institution because of the uniqueness of our students and transfer equivalencies.
- Not interested in purchasing U source.
- A lot to consider with reverse transfer.
- My particular institution has a successful transfer course equivalency system so info would not be used as often.
- Excellent info-wish our school was able to use this-wish MO would moderate like OH does.
- Presenters answered most questions and agreed to follow-up with questions they could not answer.
- Can the entire state move in this direction?
- Difficult to see, hear, and participate in back. Presenters were knowledgeable-would like to hear back
- I found the information about setting up the program to be less helpful than the information about the program itself.
- I wish it would have been more in depth on how to use v select-maybe take a student record and use v select to go over it.
- Seems disorganized and was just a product plug.
- Would have been nice if it were live and they had some experience using the program and more importantly students using it-would love follow-up.
- It would have been better if they were actually using the product before they gave the presentation.
- Not enough handouts

Pre-STEM Pathways: Establishing a Route for Success for Four-year STEM degrees

- Presentation would have been better if had included representatives from the 2 yr partner schools and support offices like admissions, registrars, and financial aid.
- Focus more on transfer aspect, talk about success/limitations related to cc transfers rather than STEM in general.
- Lovely, great food for thought in on going discussion for partnerships with community colleges.
- Very dynamic presenters
- Didn't look at reason

2011 Dual Credit Survey

- We had a good conversation. It was just very helpful to hear how other institutions deal with things and what kinds of problems they faced
- Liz--was unfriendly. Crystal--very good presenter
- Please publish survey results and questions regularly
- I was just looking for knowledge on subject.
- Be sure to lay out more definitions and explanations of terms and the survey. Good information!
- Excellent presenters!
- Presenters needed to provide more background on the topic.

Appendix D

- Presenters could have been paired with an experienced dual credit person.
- My professional role is outside of the academic advising role but this has opened areas of my professional development.
- Would have been helpful to get more in-depth with the material. There was a mixed audience, and I'm not sure everyone was on the same page. Take each section and vet responses thoroughly including challenges.
- Very informative-learned a lot. I am interested in seeing how the results came out-how questions are asked.
- Lots of interesting discussion but the "meat" of our discussion was a bit out of the purpose of the session(topics went beyond the survey).
- Dual credit is highly problematic, self-reporting can lead to abuse-accreditation is the solution.
- Like to see survey questions

Reverse Transfer: How UTEP Created a Successful Program

- In person would have been great, but technology worked very well
- Excellent! Highly relevant.
- Good information-interesting-food for thought and worth checking into-I believe it would be an opportunity to expand and grow relationships with transfer students.
- Great idea, more nuts and bolts to the program would have been nice.
- Skype was not properly working at times, no handout.
- FERPA concerns/auto awards of degrees.

Hot Topics in Transfer!

- Bigger room needed
- Transfer fair standardization issue good--college readiness did not seem to apply as much from a recruitment standpoint
- Specific website examples would be helpful. For the A+ a general Q and A for counselors and students. Impossible, I know!
- I liked the A+ one, but did not care for the college readiness discussion
- AAT-great info! College Readiness-should have been called Common Course Standards in HS
- Too loud for 4 sub-groups. If there are no changes to A+ program, they why have as a topic?
- Excellent info about the A+ program. I have concerns about the college readiness program.
- AAT could have been a complete full session.
- Doing several round tables in one room is hard.
- Too little time to introduce these topics.
- Very useful to hear about issues that the 2 year schools are having with AAT, especially transfer issues.
- College readiness section was not what I had anticipated-no real fundamental take away's either than information on a new CRP.
- The AAT round table discussion should have been in its own session.
- The 3 groups were too big to adequately share and discuss.
- I wish there was more time. I did AAT and College readiness-would have loved full sessions on these topics.
- A lot of info-would like info on all four hot topics-only attended 2.

The Effectiveness of Articulation and Transfer Agreements between Missouri Community Colleges and Universities in Promoting the Successful Completion of a Four- year Degree

- A very detailed lecture on a very detailed and specific study--I would have appreciated more discussion of ways to apply the information, make improvements, more Q & A.
- This session was not beneficial. It basically was a research project, with no suggestions for improving current practices. The title did not suggest that this was merely a stats report
- I didn't feel that the presentation matched the title. I was more interested in articulation and transfer agreements in a general way--not as a research topic. Was uninterested in statistics

Appendix D

- While this research study yielded some information that raises questions it didn't give us much to actually use, as we do our jobs. I would suggest we use this to dig deeper but this wasn't a large enough (multi institution) or didn't look at any demographics. So it leaves a lot of questions
- The best presentation of the day. Dr. Perkins was excellent and her research was fascinating
- I am beginning to realize that this conference isn't meant for practitioners in high schools...very monotone and not enough spunk
- Needs a bit more spunk regarding this topic, opposed to slide reading
- Made me think of ways I can help students who are transferring--for example--to talk to them about not taking too many extra classes, to prepare for transfer shock and to work on strategies to deal with it early (such as counseling)
- More concrete examples would have made the presentation more engaging.
- Too much time spent on prep info-more time should have been spent on results and conclusions.
- This session does not have something to do with my daily work but it did give me a better picture of what the leaders of our institution are dealing with.
- Very interesting-brings up some really good questions.
- The title was misleading and there were too many variables in the presentation. I was hoping to gain knowledge on building articulation agreements.
- Ignored the value of educational opportunities
- Dr. Perkins raises valid and provocative questions about the transfer process.
- 1st half could have been eliminated-2nd half was very informative. Numbers were interesting and provocative.
- Good session-not riveting, but eye-opening.
- Interesting information.
- Had trouble hearing because of excessive noise in the next room, rather dry speaker-rambled and failed to get the point.
- This was simply the presenter giving her dissertation-helpful and it was a good study-but it was not what I expected
- Great presentation.
- Good first level view of what needs to be a statewide study. There are still so many unknowns.
- Mostly data and no much practical interesting but perhaps not useful.
- Would be helpful to present data along with narrative of results.
- Thought the session would be more general and data-rich than it was. Speaker was not engaging.
- Too much time spent discussing transfer topics unrelated to subject-the study was too limited in scope and gave no results worthy of presentation.

Empowering the Non-Traditional Student: The GOAL Program

- Excellent and informative session! Very interested in follow up info next year
- Great speaker
- Great topic, liked the statement of delivery method has changed but quality has not. Definitely think that education is going in this direction
- The Model described as a new innovative model has been done at our institution for 10 years
- Sounds like a great program. Great presenter!
- I think this is a great program. I see big benefits for our college using a similar set up.
- Interesting discussion of rural populations and how higher ed can meet their needs-very exciting programs.
- Excellent topic and presenters.
- Thought it would be less about what W.P. does but more about needs of adult students.
- Excellent! Great info! Very relevant and cutting edge!
- Excellent presentation and inspirational program even though it doesn't relate to my university. Presenter really seems to care about what he does. Thank you!
- Great Presentation!
- Thanks for the session. We have discussed doing something on the undergrad side with degree completion.
- Very interesting-sounds like a great model for this area.
- Very well done-good information.

Appendix D

- Wonderful presentation-opened ideas.
- Although session was not applicable to my job, it was a very interesting and engaging presentation. The students in the GOAL program are quite fortunate to have Dr. Dyer as their advocate.
- He was great. Dr. Dryer was very engaging and entertaining-loved his session!
- Nice to see a program driven through the non-traditional student. Excellent program.
- Great ideas in the Goal program was can use in our traditional course delivery.
- Interesting.
- Handouts? Negatives of program?

Post-secondary Institutions: Building Bridges with Dual Credit Course Integrity to Ensure Course Transfer, Student Transition/Retention, and College-to-Career Readiness through Standards-Based Programs--A State and National Update

- Understanding the table topic and how it related to the questions was very confusing
- Would like to see how implemented and how doing with student feedback
- More time!!
- Topic was way too advanced for the audience. I was looking to learn about dual credit, not learn about legislation about dual credit. I did not like the format of this presentation at all
- A little beyond my scope but a decent presentation
- Zzzz...
- Topic was not applicable to my role at the university.
- Too little understanding about dual credit
- Way too long. Don't allow NACEP to push their agenda.
- Just not enough time to cover all that was intended to cover
- Turned into a gripe session-no solutions.
- There is nothing seamless with some dual credit as it depends on the schools.
- Session got out of control.

Prior Learning Assessment- Encore Presentation

- Great presentation.
- It was not relevant to the transfer issues in our academic area, but there was lots of good information.
- Ms. Massey is very knowledgeable and enthusiastic about her topic. Her presentation style is every even and engaging.
- Really opened up my brain wrinkles to the ways we currently provide special credit.
- Knowledgeable speaker, mostly a "this is what we do", not bad though.
- Interesting...presents a myriad of issues with transfer.

AGENDA ITEM SUMMARY

AGENDA ITEM

Dual Credit Policy Update
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

The 2011 Dual Credit Summary Report made six recommendations for improvement, all of which the Coordinating Board approved. This item summarizes progress the MDHE has made in implementing recommendations made in the 2011 Dual Credit Summary Report.

Background and Summary

Missouri statutes allow public high schools, in cooperation with public and private colleges and universities, college-level courses to high school students, programs known as dual credit. The Coordinating Board for Higher Education has established quality standards and expectations with which all Missouri institutions offering dual credit programs must comply. In May 2011, the Missouri Department of Higher Education initiated an online survey of all Missouri institutions of higher education to assess the level of institutions' compliance with board policy. In December 2011, the MDHE submitted the 2011 Dual Credit Summary Report to the CBHE. The report assessed institutions' compliance with the Dual Credit Policy and made six recommendations for improvement:

- 1. Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address these areas and report to the MDHE steps they have taken to address the shortcomings.
- 2. Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourage all institutions to seek and obtain NACEP accreditation.
- 3. Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.
- 4. Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these concerns.
- 5. Develop instrument for annual reporting.** To ensure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work

Coordinating Board for Higher Education
June 6, 2012

collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.

- 6. Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

Develop Instrument for Annual Reporting

The MDHE formed a Dual Credit Workgroup to assist in implementing the recommendations from the Summary Report, beginning with the development of an instrument for annual reporting. The department invited all public and independent institutions to participate in the Workgroup. Eleven institutions responded and eight sent representatives to collaborate on the development of an appropriate mechanism for the annual collection of data and other information about dual credit programs. The Workgroup established the following parameters for annual reporting:

- Quantitative data will be collected annually between June 1 and July 31. Institutions will submit data electronically to the MDHE on a spreadsheet. (Attachment A)
- The MDHE has created an electronic questionnaire that institutions will use to confirm their compliance with the dual credit policy. (Attachment B) Both the spreadsheet and the questionnaire can be accessed by institutions from the MDHE website with a secure, institution-specific access code. Institutions will not need to send hard copies.
- The questionnaire guides the respondent through a series of questions about the institution's dual credit program and has space for institutions to provide rationales for areas of non-compliance. Once completed, the institution's chief academic officer will submit the form to the MDHE and affirm the institution's compliance with the dual credit policy.
- The MDHE will analyze the collected data and report the findings to the CBHE at the December meeting.

Other Recommendations

The MDHE determined that implementing the annual reporting tool was the first priority. The Dual Credit Workgroup will next begin work on reviewing the dual credit policy and revising it as needed. This effort will seek to update the language in the policy, address gaps in the policy, and consider dual credit in the context of other early college programs. The Committee on Transfer and Articulation will provide guidance and suggestions during the review.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board
Section 167.223, RSMo, public high schools . . . may offer postsecondary course options

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Data Spreadsheet (Attachment A)

Qualitative questionnaire (Attachment B)

Dual Credit Work Group Membership (Attachment C)

Coordinating Board for Higher Education
June 6, 2012



Dual Credit Questionnaire

NAME OF INSTITUTION

1. Do all of the your Dual Credit courses duplicate the identical course offerings delivered on campus to matriculated students?

Yes No

If NO, provide rationale (then proceed to "a")

a. Is course content comparable in equivalent on-campus courses with the same titles? Yes No

If NO, provide rationale (then proceed to "b")

b. Are course requirements comparable to those in the equivalent on-campus courses with the same title?

Yes No

If NO, provide rationale:

2. Are all courses approved for dual credit status authorized by the appropriate academic department of the college?

Yes No

If NO, provide rationale:

3. Are all courses' credit awarded deemed acceptable in transfer by the faculty of the appropriate academic department of the college?

Yes No

If NO, provide rationale:

← This window will only be visible if the respondent's answer is "No"

Dual Credit Workgroup Members

Name	Institution/Organization
Damon Ferlazzo	Missouri Department of Higher Education
Liz Valentine	Missouri Department of Higher Education
Amy Dykens	Central Methodist University
Jamie Hooyman	North Central Missouri College
Annette Miller-Gartin	Missouri State University
Jason Vaughn	Southwest Baptist University
Lawrence Westermeyer	University of Missouri-St. Louis
Brian Bechtel	Metropolitan Community College
Kathleen Burns	University of Missouri-St. Louis
Linda Webster	Westminster College
Michele McCall	Moberly Area Community College

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Review Update
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

At the governor's request, the Missouri Department of Higher Education conducted a review of all academic programs offered by Missouri's two-year and four-year public institutions. MDHE staff conducted the review between September 2010 and January 2011. The intent of the review was to identify and delete programs not meeting recommended thresholds for productivity, or those that were lower priority or duplicative in nature. The department submitted a final report with eight recommendations to the CBHE on February 10, 2011. The report was submitted to the governor on February 28, 2011. This agenda item provides an update on actions related to the special review since the February CBHE meeting by presenting an overview of the MDHE's agenda for evaluating program productivity.

MDHE staff developed a methodology to conduct the review in consultation with the chief academic officers from both the two-year and four-year sectors. This review is the first step in a systematic multi-step process to fully assess the effectiveness and efficiency of programs that will require collecting and analyzing quantifiable data on a regular basis. The next review will be more comprehensive and will incorporate the report's eight recommendations.

The final report's eight recommendations were:

- Improving the productivity of high-priority programs,
- Strengthening policies for the review of new program proposals,
- Developing appropriate reforms in teacher education in collaboration with DESE,
- Revising and updating the policy for the regular review of existing academic programs,
- Developing a policy for the review of programs in the two-year sector,
- Encouraging collaboration for program delivery among institutions,
- Continuing analysis of program duplication, and
- Conducting a follow-up review in three years

SUMMARY

The MDHE examined a total of 397 programs within the four-year sector. After careful review, 38 programs divided among nine institutions were flagged to be evaluated in three years. The review period will commence in September 2013, and conclude in January 2014. MDHE will use the same data collection instrument and collection procedures for the 2013 review as was used in the 2010 review; invitations for institutions to report the status of their programs will be sent September 2013.

Currently, the MDHE staff is researching policies and best practices nationwide regarding program reviews in the two-year sector with an objective of developing policies for reviewing programs in the two-year sector. Policies must account for the unique mission of the community

Coordinating Board for Higher Education
June 6, 2012

and technical colleges and the crucial role the sector plays in workforce development, among other issues and concerns. Efforts are in place to collaborate with representatives of the state's two-year public institutions.

STATUTORY REFERENCE

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

College and Career Readiness Task Force
Coordinating Board for Higher Education
June 6, 2012

DESCRIPTION

The Missouri Department of Higher Education is forming a statewide Task Force on College and Career Readiness. This agenda item explains the need for the task force and outlines its objectives.

The need for this Task Force is the result of several issues that have coalesced, in Missouri and nationally, over the past several years:

1. the state's adoption and implementation of the Common Core State Standards for grades K-12;
2. the decision by the Department of Elementary and Secondary Education (DESE) to join the Smarter Balanced Assessment Consortium (SBAC) to measure student proficiency with the Common Core, and the imminent release of SBAC's definition of "college ready";
3. and the legislation pending in the General Assembly requiring Missouri institutions of higher education to adopt and put into practice "best practices" in remedial education.

The MDHE is committed to work with DESE to implement the Common Core State Standards because we believe it will improve the quality of education our children receive. The implementation of both the Common Core Standards and the development of assessments by SBAC to measure student proficiency with the new standards is underway and will be fully implemented in 2014.

Although the bulk of this work is directed at the K-12 sector, it has far-reaching consequences for higher education. Educator preparation programs will have to account for the new standards in their curricula, which will affect faculty in education departments but also in English, mathematics, and other disciplines.

Another key concern for higher education is "college and career readiness," which bridges the transition from secondary to postsecondary education. From the beginning of our involvement in this collaboration with DESE, the MDHE has held firm to the proposition that the higher education community must define "college readiness." As the SBAC moves closer to pegging "college readiness" to a specific score on its summative assessment, it is essential that we in higher education be involved in setting the bar at the proper height. While institutions are not bound to accept the SBAC assessment as evidence of student readiness for college, it is in the best interest of students, and education in general, that K-12 and higher education agree on this issue.

Additionally, this work will be of central importance to implementing “best practices” in remedial education, as will be required by HB1042/SB 455. Current research has identified a consistent measure and understanding of college readiness across educational sectors—to reduce confusion for high school students and parents—as a best practice.

In Missouri, measures of college readiness vary. Often, college readiness is shorthand for placement into specific courses (typically entry-level composition and mathematics) based on student performance on standardized assessments such as ACT or SAT. The community colleges have adopted a common placement score, but the four-year institutions vary widely. With the implementation of the Common Core and a legislative mandate on remedial education imminent, it is crucial that we reach consensus on what it means to be college and career ready and how we measure a student’s readiness for postsecondary education. Institutional selectivity is not a consideration in this effort; our work here is not about admissions standards. The definition pertains more to placement in credit-bearing courses in mathematics and English, as well as the general skills, knowledge, and disposition a student should possess to have a reasonable chance for success in postsecondary education. This will be the Task Force’s charge.

We have a firm foundation on which to begin. The Curriculum Alignment Initiative (CAI) effectively defined college readiness; the attached press release provides a full explanation. The Task Force’s primary challenge, therefore, will be to determine how we measure readiness and to validate that the Common Core assessments rise to our expectations.

The Task Force’s work will provide Missouri a voice in the discussion taking place in Missouri and across the nation. Delaying this effort, or ignoring it altogether, runs the risk of reacting to a definition college readiness that falls well short of expectations and which will be difficult to revise after the fact.

The MDHE has requested that the chief academic officers, working through their respective sector organizations (COPHE, MCCA, and ICUM), select representatives to serve on the Task Force. The Task Force will be comprised of fifteen members, which is small enough to work effectively but large enough to be broadly representative. If necessary to complete its work, the Task Force can seek the advice and expertise of specialists by forming advisory groups. We have asked for six representatives from both COPHE and MCCA, and three from ICUM. We have asked the CAOs to consider nominating deans from education and the arts and sciences, and faculty from departments of education, English, and mathematics.

The Task Force’s work will be on a tight schedule. The Common Core Standards and the SBAC assessments are to be implemented fully by 2014. If signed into law, HB 1042/SB 455 will require the MDHE to report to the General Assembly by August of 2013. The MDHE intends to convene the Task Force within the next 45 days.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

MDHE Press Release on College Readiness, September 13, 2011



FOR IMMEDIATE RELEASE: Sept. 13, 2011

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Jefferson City, MO 65102
Phone 573-751-2361
Fax 573-751-6635
www.dhe.mo.gov

Contact: Kathy Love
Phone: 573-522-1463
kathy.love@dhe.mo.gov

Department of Higher Education sets criteria for assessing college readiness

Jefferson City – Lela is a high school senior who aspires to attend college. She’s an “A” student with high ACT scores, advanced placement courses, excellent academic references and extracurricular activities. But until now, colleges and universities did not have a clear set of criteria to use in assessing the readiness of Lela and her fellow students to do college-level work.

The Missouri Department of Higher Education has announced that work on criteria that describe what it means to be college-ready has been completed by a higher education task force. The department worked closely with faculty and academic officers from public and private colleges and universities, as well as representatives from the Department of Elementary and Secondary Education and local school districts, to identify entry-level competencies for college-bound students.

Curriculum alignment was mandated by the Omnibus Higher Education Act, enacted by the Missouri General Assembly in 2007. The completed work on college entry-level competencies is expected to improve the alignment between high school and college, and among colleges and universities, and help students who aspire to go on to postsecondary education.

The competencies align with the Common Core State Standards for language arts and mathematics adopted by the Department of Elementary and Secondary Education last year. The release of the college-ready competencies was delayed until the higher education sector could analyze the Common Core State Standards to ensure the standards were consistent with the expectations of the state’s public colleges and universities.

Commissioner of Higher Education David Russell said the effort to create the college entry-level competencies builds on the common core standards for high school students adopted by the State Board of Education.

“The alignment of the Common Core State Standards developed by DESE and the entry-level competencies established by higher education will make the transition from high school to college more efficient,” Russell said. “Now students and their families will have a clearer understanding of the knowledge and skills needed in order to succeed in postsecondary education.”

Competencies are defined in six areas of study: [English and communications](#), [science](#), [mathematics](#), [social science](#), [foreign language](#), and [arts and humanities](#). Workgroups comprised of experts from higher education and secondary schools developed the criteria for each of the areas of study. The competencies went through several revisions and reviews, including a period of public comment, before being approved by the Coordinating Board for Higher Education.

In addition to the entry-level competencies in the six study areas, the same process set [exit-level competencies](#) in 16 specific general education fields for students who have completed entry-level college courses.

Identifying college-level competencies is only part of the challenge for college administrators. Colleges and universities have lacked reliable tools to assess the level of knowledge college-bound students have acquired in high school. Missouri is participating in the SMARTER Balanced Assessment Consortium to develop tests that will measure college readiness before students leave high school. Those assessments are scheduled to be in place by the 2014-15 school year.

MDHE shared the criteria for college readiness developed for Missouri institutions with the national College Readiness Partnership. The partnership was created to ensure that higher education is involved in the implementation of the Common Core State Standards. Russell said the Missouri college entry-level competencies should prove useful to the partnership as it continues to develop national standards for student readiness in the six key areas of study.

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Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts*

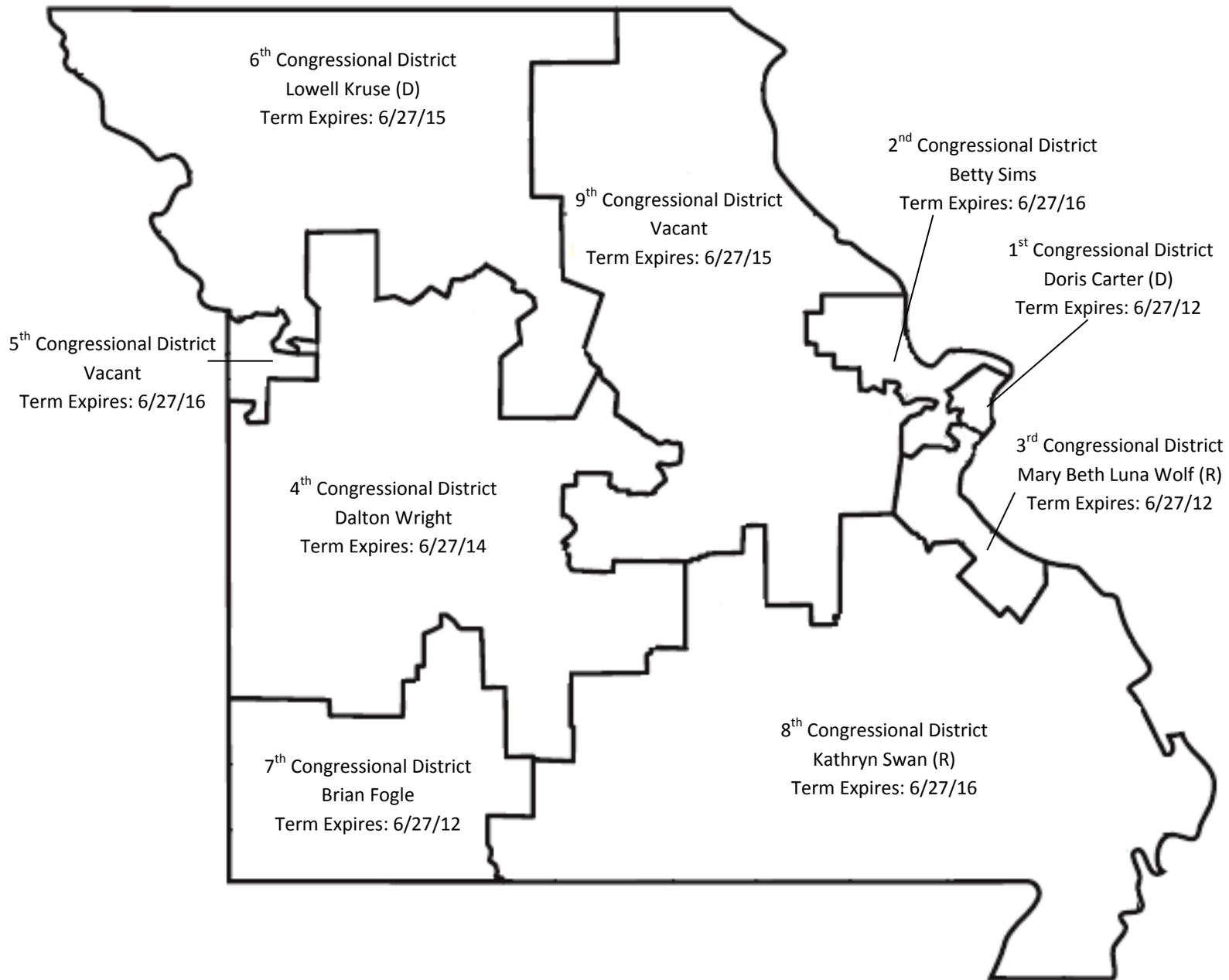
District	Description or boundary	Population
1	Parts of St. Louis County and St. Louis City	587,069
2	Counties of Lincoln, St. Charles (part of), St. Louis County (part of)	706,622
3	Counties of Jefferson, Ste. Genevieve and parts of St. Louis County and St. Louis City	625,251
4	Counties of Barton, Bates, Benton, Camden (part of), Cass (part of), Cedar, Cole, Dade, Dallas, Henry, Hickory, Jackson (part of), Johnson, Laclede, Lafayette, Moniteau, Morgan, Pettis, Polk (part of), Pulaski, Ray, Saline, St. Clair, Vernon and Webster	679,375
5	Cass (part of), Jackson County (part of) and Kansas City (part of)	633,887
6	Counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Chariton, Clay, Clinton, Cooper, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson (part of), Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Schuyler, Sullivan, Worth and Kansas City (part of)	693,974
7	Counties of Barry, Christian, Greene, Jasper, Lawrence, McDonald, Newton, Polk (part of), Stone and Taney (part of)	721,754
8	Counties of Bollinger, Butler, Cape Girardeau, Carter, Dent, Douglas, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Ozark, Pemiscot, Perry, Phelps, Reynolds, Ripley, St. Francois, Scott, Shannon, Stoddard, Taney (part of), Texas, Washington, Wayne and Wright	656,894
9	Counties of Adair, Audrain, Boone, Callaway, Camden (part of), Clark, Crawford, Franklin, Gasconade, Knox, Lewis, Macon, Maries, Marion, Miller, Monroe, Montgomery, Osage, Pike, Ralls, Randolph, St. Charles (part of), Scotland, Shelby and Warren	684,101

* Source for the chart

Source: Census 2010 - P.L. 94-171

*Prepared by Missouri Office of Administration-Division of Budget
and Planning 2/28/2011*

Coordinating Board for Higher Education Members by Congressional District



STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE

(as of May 31, 2011)

Fiscal

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)¹
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)²
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

¹ Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

² This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

Academic Programs

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

Institutional Relationships

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Making a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Note: Section 173.005.7 transfers to the CBHE the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.

Financial Aid³

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program (“Bright Flight”) (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids’ Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen’s compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee’s death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- *Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees’ Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need*

³ Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)

- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

State Guaranty Agency under the Federal Family Education Loan Program⁴

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
 - Processing applications
 - Loan disbursement
 - Enrollment and repayment status management
 - Default awareness activities
 - Collecting on defaulted borrowers
 - School and lender training
 - Financial literacy
 - Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Provide marketing and customer assistance
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)

⁴ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

Assignments in Statute to Serve on other State Boards

- MOHELA (both the commissioner and a CBHE member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

Grants for Institutions/Faculty

- Administer the Nurse Education Incentive Program (§ 335.203)
- Administer the Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)
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Granting Organization	Responsibility	Award Amount
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Broadband Technology Opportunities Program (BTOP)	Community colleges participating in the grant are: Jefferson College Metropolitan Community College Mineral Area College Moberly Area Community College Ozarks Technical College St. Louis Community College Three Rivers Community College	\$4.9 million
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Description: Awarded September 2010
 Establish 23 community computing centers in geographic areas that serve vulnerable populations
 Partner with six community colleges
 All centers established, most open and offering free digital literacy classes
 Upcoming Meeting(s):

College Access Challenge Grant (CACG)	MDHE Contact: Leroy Wade and Derrick Haulenbeek, Financial Assistance, Outreach, and Proprietary Certification	\$2,249,306 with approximately 1.5 million of those funds allocated for sub-grants
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Description: The College Access Challenge Grant (CACG) is a formula grant program to states. The purpose of the CACG program is to foster partnerships aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. The current grant activities include funding various MDHE early awareness and financial literacy activities (including FAFSA Frenzy), administering a sub-grant program to eligible organizations that provide outreach to low income and first generation students, and the development of a web-based student portal.
 Upcoming Meeting(s): TBA

Granting Organization	Responsibility	Award Amount
College Goal Sunday (CGS) - YMCA	MDHE Contact - Leanne Cardwell	\$15,000
<p>Description: College Goal Sunday (CGS) is a nationwide program of the YMCA that provides assistance to families completing a Free Application for Federal Student Aid (FAFSA). Through this program, financial aid volunteers help families around the state complete FAFSAs. The MDHE uses the name “FAFSA Frenzy” for activities funded through this grant.</p> <p>The MDHE works with the Missouri Association of Financial Aid Personnel and MOHELA to coordinate the statewide FAFSA Frenzy events.</p> <p>Upcoming Meeting(s): FAFSA Frenzy site coordinators meeting November 2 in Jefferson City. FAFSA event February 12, 2012</p>		

College Readiness Partnership (CRP)	State team will consist of 5-7 state leadership teams (MO, KY, ME, MA, OR, TN, WI) (Nicastro, Mahoney and Russell are the original MO members) Rusty Monhollon is the state Contact, members are Rusty Monhollon, MDH; Ann Harris, Lincoln; Sharon Hoge, DESE; Paul Yoder, Truman; Donna Dare, STLCC; Terry Adams, Wentzville R-IV School District- Need to appoint state working group of 10-14 individuals, they will be leads on local implementation work (an expanded version of the core team)	
<p>Description: AASCU, CCSSO and SHEEO –partnered to promote broad implementation of new Common Core State Standards in Mathematics and English Language</p> <p>Upcoming Meeting(s):</p>		

Complete College America (CCA)	6 person team (Sen. Pearce, Rep. Thompson, Russell, Nietzel, Goodall, Ambrose)	
<p>Description: Complete College America is a consortium of 29 states working to improve college completion rates. The grant allows six staff members to attend the second annual convening and academy, where states learn how to fine tune and implement their completion agendas in collaboration with their peers and with intensive, on-demand technical assistance from leading experts in the field.</p> <p>Upcoming Meeting(s):</p>		

Granting Organization	Responsibility	Award Amount
Council for Economic Education	MDHE Contact: Leanne Cardwell (Smart About Spending Portfolio)	\$10,000
<p>Description: The marketing department of the Student Loan Unit obtained this \$10,000 grant to produce teacher materials for high school financial literacy classes.</p> <p>Upcoming Meeting(s): NA</p>		

Individual Teacher Quality Grant (ITQG)	MDHE contact: Heather MacCleoud	\$1,782,422
<p>Description: Each year the Missouri Department of Higher Education (MDHE) receives approximately \$1.2 million from Title II, Part A of the No Child Left Behind Act (NCLB) to administer the Improving Teacher Quality Grant (ITQG) program. The competitive grants, awarded annually, support professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. ITQG projects focus on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program and a summary of the recent awards.</p> <p>Upcoming Meeting(s):</p>		

Lumina's Four Steps to Finishing First		
<p>Step 1: Performance funding - targeted incentives for colleges and universities to graduate more students with quality degrees and credentials; Step 2: student incentives - strategic use of tuition and financial aid to incentivize course and program completion; Step 3: new models - lower-cost, high-quality approaches substituted for traditional academic delivery whenever possible to increase capacity for serving students; Step 4: business efficiencies - business practices that produce savings to graduate more students.</p>		

Granting Organization	Responsibility	Award Amount
Midwestern Higher Education Compact Tuning Grant (MHEC)	Two-year project to work with faculty in Illinois, Indiana, Missouri “Tune” academic disciplines of psychology and marketing Aligns knowledge and skills Facilitates retention, especially among students from underserved groups	
<p>Description: Lumina Foundation has awarded a grant to the Midwestern Higher Education Compact (MHEC) for a two-year project to work with faculty in Illinois, Indiana and Missouri to “tune” the academic disciplines of psychology and marketing. The three project states were selected to build upon lessons learned from Lumina’s earlier pilot work in bi- and tri-state areas that see significant cross-border movement of students and workers. “Tuning” disciplines across state borders helps prepare students and workers for employment without regard to political boundaries.</p> <p>Upcoming Meeting(s):</p>		

National Center for Academic Transformation (NCAT)	Missouri Learning Commons – not administered or affiliated with DHE. Public four-years are involved with the lead being Christa Weisbrook at UM System	
<p>Description: State-based course redesign projects: NCAT is working with the following higher education systems to conduct a full implementation of its three-phase course redesign methodology. NCAT will be directly involved in all phases of the project, from initial planning through implementation and final project outcomes.</p> <p>Upcoming Meeting(s): MDHE is not involved in the meetings relating to this at this time</p>		

National Council for Accreditation of Teacher Education - State Alliance for Clinically Based Teacher Education (NCATE)	MDHE contact: Rusty Monhollon, Academic Affairs.	Approximately \$1.2 million
<p>Description: Each year the Missouri Department of Higher Education receives approximately \$1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. These funds are to administer a competitive grant program for partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects.</p> <p>Upcoming Meeting(s):</p>		

Granting Organization	Responsibility	Award Amount
National Governor's Association Compete to Complete (NGA)	Team members include – Nietzel, Ferlazzo, Mills, Jasinski, Mulligan, Pearce and Russell	\$30,000
<p>Description: Policy academy on accountability systems October 2011 to June 2012 \$30,000 per state Up to 8 states will be selected (academy will consist of two workshops, technical assistance from NGA staff and grants of up to \$30,000 per state for additional expertise) The National Governor's Association provides subgrants of up to \$30,000 to states to participate in their "Compete to Complete" academy. The academy is designed to accomplish two objectives:</p> <ol style="list-style-type: none"> 1. Strengthen the metrics in states' postsecondary accountability systems 2. Incorporate efficiency and effectiveness metrics as part of key policy decisions. <p>The funds are to be used for in-state meetings and travel expenses, travel to model sites, and/or consultant support to help accomplish their proposed scope of work. Additionally, the NGA Center will pay travel and related expenses for state teams of up to six people to attend two academy workshops scheduled for November 2011 and April 2012. States will receive ongoing technical assistance from NGA Center staff and national experts. Funding for the academy is provided by Lumina Foundation and the Bill & Melinda Gates Foundation. Upcoming Meeting(s):</p>		

Nursing Education Incentive Grant	MDHE contact: Paul Wagner	\$1,000,000
<p>Description: The state of Missouri has established, through legislative action and appropriation of funds, the "Nursing Education Incentive Program" within the department of higher education in order to increase the physical and educational capacity of nursing education programs in Missouri. The Education Committee of the State Board of Nursing will, in consultation with the Department of Higher Education, review and score the proposals based on the criteria outlined above and make awards accordingly to eligible institutions.</p> <p>Upcoming Meeting(s):</p>		

Granting Organization	Responsibility	Award Amount
U.S. Department of Education	SHEEO is administering the grant.	\$680,172 (Missouri's share is approximately \$135,000)
<p>Description: Missouri is one of three states participating in the final stages of United States participation in the Organisation for Economic Co-operation and Development (OECD) project, a feasibility study for the international Assessment of Higher Education Learning Outcomes (AHELO). Funding will be used to: (1) coordinate and support the involvement of state higher education commissioners or chancellors in Connecticut, Missouri and Pennsylvania in this study of the scientific and practical feasibility of multi-national assessment of general college-level learning outcomes; (2) guide and support nine institutions (public and private) in these states which have agreed to administer an examination of generic college-level learning outcomes to a sample of students; (3) work with the Department of Education and the United States Mission to the OECD to represent U.S. interests in AHELO development and future implementation; and (4) fulfill the roles of the National Project Manager (NPM) and as participants in the Group of National Experts consistent with the needs and expectations of OECD and its project contractors.</p> <p>The U.S. will participate as part of the Generic Skills Strand of AHELO, a major component of the college-level assessment framework under development by OECD since 2007. In this strand, research and testing protocols provided by OECD will be used by the nine American colleges and universities along with a roughly comparable number of institutions in each of 6-8 other nations (including non-western nations) to assess the general and applied baccalaureate-level learning outcomes of approximately 200 students from each institution.</p> <p>Upcoming Meeting(s): TBA</p>		

Win-Win	MDHE contact: Rusty Monhollon, Academic Affairs	\$120,250
<p>Description: Awarded in 2010 – funded by SHEEO, Lumina Find students with some college education but no degree Missouri is one of six states in a program to help students complete their education and attain their degrees. Missouri will receive a grant of \$120,250 to work with four institutions to identify former students who acquired enough credit for an associate degree but never received it, or who came within nine hours of completing the degree requirements. The institutions participating in the Win-Win Project are St. Louis Community College, Metropolitan Community College, Columbia College and DeVry University.</p> <p>Upcoming Meeting(s):</p>		